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ASPECTS OF EDUCATION.

SIGNS OF THE TIMES—FEMALE TEACHERS—TEACHERS' WAGES, ETC.

It is vain to cling to, and try to carry with us into the "living present," any portion of the "dead past." We may sigh for the "good old times," and deprecate the changes which steamships, railroads, telegraphs, and divers inventions besides, have wrought in the social, industrial, and moral relations of life and conditions of being; but we can not stay the force that hurries us along. The part of wisdom is to note carefully what these changes are—what new features they present—what new conditions they create—what new obligations they impose—what new efforts they necessitate in our several spheres of action—lest by neglect of this observance, we too late discover all our careful plans of action ending in naught, because not adapted to the new conditions, with which, to ensure success, they must harmonize. Education, whether comprehensively considered as a system or scheme of means for the promotion of intelligence and virtue throughout the commonwealth, or simply as a single practical effort to instruct a youthful community called a school, or contemplated as a subject of philosophic investigation, is not an exception to the conditions of change impressed upon other forms of being, and other subjects of thought. And yet, in education, more than in most other things, save perhaps, theology, is there the tendency in the popular mind to cast upon it the light of the past—to surround it with the same conditions—to regard it from the same point of view—as composed of the same elements—controlled by the same forces—promoted by the same means—producing the same results—exhibiting the same phenomena now as formerly. But

this idea is all wrong, and wrought into practical schemes must produce disastrous results. Let us look at one simple condition of change in educational affairs which may not be regarded by all as very important, but of which we may as well be cognizant—and it shall be my present theme.

There was a time—and those of us whose heads are *not* very silvery can remember it too—when for the young man who aspired to a position outside the path of common drudgery and slavish toil, the teacher's vocation was the readiest introduction thereto. This was so, chiefly for the reason that "in that elder day" the pursuits exempt from the condition of manual labor were few, and to gain access to these demanded a discipline or preparation which the business of teaching was well calculated to impart—to say nothing of sundry and divers expenses which the attainment of that position involved, and which a season of teaching was found to be the readiest means to discharge. I shall not be disputed if I remark that it is measurably otherwise now. The employments more congenial than grinding toil have multiplied in a ratio far exceeding the increase of our population. Not to incumber this article with statistics, it will suffice to suggest how the wonderful increase of trade has created a demand for clerks, book keepers, and salesmen; railroads have given employment to engineers, superintendents, agents, and conductors; the telegraph has *enlisted* a standing or *sitting army* of operators; and journalism has called to its aid a host of reporters and other subordinates. These illustrations must serve to impress our minds with the effect which this growing condition of things must have upon that vocation, into which, in the past, nearly all the higher and worthier intelligence of the land found its way. Apprehensions will naturally arise, that the inducements held out in other pursuits must draw off so many of that better class, as to compel the acceptance of an inferior class to supply their place. Nor are these apprehensions groundless. I am persuaded, that taking the body of teachers throughout the State to-day, and comparing it with that of fifteen years ago, we shall find less of that earnest purpose, that rigid discipline, that stirring enthusiasm, that conscientious heroism and consecrated devotion that characterized teaching when that profession was chiefly filled by those who were striving for higher intellectual culture, and regarded a successful experience in teaching as a means to its attainment. I doubt whether, on the whole, we have to-day, as good schools throughout the State as fifteen years ago. For to be as *good*, they must be *better;* they must have advanced as fast as the world has advanced; more is demanded of them now—(I do not mean more things are to be taught, for this neglecting the simpler yet weightier matters in order to grasp after the varied and superficial, is the bane of true progress and improvement)—but more system, more thoroughness, more rigid discipline is demanded now than heretofore, and I greatly fear we have less; but if we simply have *no more*, then our schools are worse than formerly, because less adapted to the require-

ments made of them. Whether this be really so or not, none can deny that such is the inevitable *tendency* of the condition now under consideration; a tendency that can be averted only by specific and wise precaution, and the exercise of great vigilance and care.

Fortunately there is a means to avert this tendency. It is to fill the diminishing ranks of competent male teachers with equally competent females. Gradually is public sentiment getting awake to the practicability and necessity of this policy. This is evinced by the increasing ratio in the number of female teachers for the past few years. The Normal School in 1845, the first year of its existence, graduated five females and twenty-nine males; the second year forty-three females and sixty-seven males; from this time there was a constantly increasing ration of female graduates, till, in 1853, there were fifty-one female and thirty male graduates; and in 1854, fifty-eight females and thirty males graduated. The statistics of the Department of Public Instruction exhibit the same relative increase in the ratio of female teachers employed throughout the State. Such facts carry their own commentary. Female teachers are gradually being substituted for males in our public schools. Public opinion is gradually giving way to the dictates of reason, expediency, and necessity. It is to be feared, however, that expediency and necessity oftener control this result than reason, and as I would rather appeal to the higher motive, than to the lower and selfish considerations, I would that the popular sentiment might be disabused of the too prevalent notion that females are only to be employed for summer schools, except where the expense of hiring a male is greater than the district can possibly bear. That this is the popular sentiment requires no proof. But I believe it founded in error. What are the objections to hiring a female for a large school, and in the winter season? It is generally urged that she can not go about through the snow in the winter. How do your large girls get to school, aye, and your little ones too, often times. Are female *teachers* less rugged than others of their sex? If so, stir about till you find one that is robust—you can find scores of them that have more heroism than half the males that will offer to take your school. Let her dress warmly, *wear good stout boots*, take proper precautions about unnecessary or injudicious exposure, and she will not incur half the liabilty to colds and sickness during a winter, that a dainty miss will in attending half a dozen balls. When the road is drifted with snow, have gallantry enough to get out your sleigh and take her to school—do as much for her in this respect as you would for your own girls —in other words, make it as possible for her to get to school as it is for your own children, and you need not fear any thing from her imbecility. Of course the fires at school must be made for her in good season, and this is really the only service she would require done for her that a male teacher would not—and for that matter it is really requiring too much of any teacher to come from remote parts of the district in the short, winter

mornings, often detained for his breakfast till an unseasonable hour, and be in season to build a fire and get the room warm and comfortable before nine o'clock. You ought to provide some way to have this done, so that in doing it for the female teacher you are doing no more than belongs to you to do.

But an objection, urged with a great deal more earnestness and force—whether more forcible in itself or not—is the incapacity of a female teacher to govern a large school, or a school where there are large pupils. If this objection is founded in truth, we ought to have no more female mothers; I doubt not there are a great many females that are incapable of governing a school—and the same is unfortunately true of a great many males—and of those proposing to teach, I am persuaded the proportion is about as great of the one as of the other. The proportion of females thus deficient would, I am confident, be very much less than it is, if it were not that the popular conviction of their imbecility is so strong, as almost to impress them with the same belief, and thus destroy their confidence in themselves; besides, if this sentiment were to be exchanged for one more liberal and tolerant, they would have an inducement to prepare themselves in this very respect, and acquire a power of which, without some special culture, they may not be fully possessed. It certainly is not the mere lack of *physical* strength that renders woman less competent to govern than man, for those, both men and women, who govern best, do it without regard to physical power. Where complaints are urged against teachers for their lack of discipline, the incapacity to govern is very generally exhibited in the very exercise of that strength of which females are deficient. They show their incapacity to govern by relying too much upon their *muscle* as the essential governing principle. True, if children are impressed at home with the idea that the school-room is a sort of gladiatorial arena, where they are to match their strength against that of the master—and this idea is too often inculcated and fostered, and encouraged by the injudicious expression of preference by parents and trustees for a man because he can make the boys "stand around"—then go and get a Tom Hyer or a Yankee Sullivan or a Jim Hughes to teach your children that which you wish them to practice.

I know there are households in which obedience, discipline, is unknown; and the children of these families go to school no better prepared to yield obedience there than at home. If they chance to be, as they often are, stout, rude, ungovernable boys, it may require physical strength to subdue them. But even then I would rather trust a female selected with care for her high qualifications—her special preparations for her duties—than a male taken at hazard because he holds a certificate and wears pantaloons. But granted there are cases of discipline which a woman can not reach, that a man *might;* such cases I hold to be rare—they ought to be rarer than they are; they would be if parents would do at home what they re-

quire the teacher to do at school; but such cases may occur; what then? In fact, children whom a woman can not control have no business at school. The right to attend school is not an exclusive individual right, but a common privilege to be enjoyed only on such terms and under such conditions as will promote the highest good of all. Insubordination that a female can not quell should not be tolerated; it is a breach of the compact, and forfeits all claims to the privileges of school. But suppose we grant a little further indulgence, and are disposed *mercifully* to administer such chastisement as the rebellion demands. The trustees should be summoned; they are the officers of the State appointed to enforce all wholesome regulations concerning the discipline of the school. They should aid the teacher in the maintenance of her authority. If their interference is often needed, it is proof that there is a Jonah in that school, and he should be cast forth. I have thus endeavored to dispel the bugbear relative to the incompetence of females to teach most of our district schools. For all primary instruction woman is peculiarly fitted. And our district schools should aim no higher than to impart a thorough primary instruction. If a higher culture is wanted, let that be assigned to the Union School, extended territorially so as to embrace the town, and let there be one in every town, or nearly so. For that, let a competent male principal be employed, with such female assistants as may be required, and let all the district (primary) schools be taught by qualified females.

But if the reasons I have presented are insufficient to affect the popular mind favorably toward the employment of female teachers, there are other considerations that may be urged. It is more economical. I do not propose to discuss the right involved in this suggestion, whether for the same work females should receive the same wages as males. As an abstract question I should answer, under the same conditions, yes. But in no case are the conditions the same. The man who has to pay three dollars per week for board, can not afford to work for the same wages as one who pays but half that sum. The necessities of the laborer are an element proper to be considered in determining wages. Now as between the male and the female teacher, the latter can afford to work for less wages than the former. For society imposes upon man certain pecuniary obligations from which woman is free. If a gentleman desires the company of a lady at a ride, a lecture, a concert, or other entertainment, he must pay the expenses of both. In paying his addresses to a lady, it is customary, I believe, for the gentleman to do the journeying to and fro, he must bestow the gifts, and *pay* the *parson;* and there his outlay has but just begun, and that of the lady is ended. If this condition does not establish the rightful moral claim of man to higher wages than woman for the same work, it does what is practically the same thing; it makes it possible for woman to work for less wages than man can, whereby she becomes his competitor under that condition, and she should not complain of a result determined by conditions of peculiar advantage to her sex.

Another circumstance which affects the relative wages of males and fe-

males, is the fact that other pursuits for which females are not adapted, open before males and proffer wages above the standard paid for teaching. Of course he can be induced to teach only upon the condition of receiving as good wages as he can get in the other pursuit. But the female has no such choice, and is, therefore, only too glad to accept in teaching the wages which her male competitor refused. Hence it must follow that wherever it is deemed indispensable to employ a male teacher, the wages of such teacher will inevitably exceed those of the female—not necessarily because he is her superior—but because he has a choice of occupations which enables him to dictate terms. But here even the original question of equal labor does not present itself; for the district in choosing the male teacher at the higher wages, evidently conceive that they have bargained for a higher grade of service than the female could perform. It is this prevalent fallacy which I would expose. I have sought to establish that for the mass of our district (primary) schools, females are as competent as males, and that we may, if we will, receive from them equal or indeed superior service.

Let me not be understood as advocating a lower compensation for females than is now doled out to them. On the contrary, I believe their wages are quite too low. But I do not demand equal wages for males and females in the same position—as, for instance, in charge of the same school. The universal law of supply and demand will not admit of it; the respective necessities which help to determine the rate of service will not admit of it. It is, therefore, no hardship nor injustice in a district that can just afford to pay thirty dollars per month to a competent male teacher, to refuse to pay a lady equally competent more than twenty dollars per month. I do not name that as the ratio proper to prescribe, for that will depend upon the circumstances of each individual case. But this I maintain, that while there are so many competent females who can be hired for fifteen, eighteen, or twenty dollars per month, it is folly and waste to insist upon hiring male teachers not a whit better qualified, and pay them twenty, twenty-four, and thirty dollars per month. It is not the question of right as to the amount of wages, but the question of policy and economy on the part of the district, that I am now discussing. Not that I would advocate a penurious policy—nor is that which, in choosing between two equal goods takes the cheaper, such an one. I favor a large liberality; I believe there is nothing we purchase so cheaply as the education of our children. At many times the present cost it would still be cheap if it could not be otherwise procured. We can well afford to increase the price as fast as we have evidence of an improvement in the quality of instruction. But so long as males and females compete with each other in the same sphere, so long will the wages of both be depressed, for females (because they can afford to do it) will ever offer to teach for less than males, and males in competing with them will, of course, be compelled to make the difference in their wages the least possible.

Let our young men who would teach, seek those qualifications that will

fit them for positions where they will not meet female competition; and let our young ladies who would teach, so fit themselves that no mediocre gentleman may be found successfully competing with them at the same or even less wages.

The final consideration that I would urge in opposition to the popular distrust of female teachers is *necessity*. The causes operating to withdraw from the teachers' profession that high order of mind that has heretofore adorned it, are increasing in their extent and effect. The number of young men diverted from the business of teaching will yearly increase. There is but one way to prevent their places being filled with minds of second and third rate capacity (and the grade is a perpetually diminishing one), and that is to rely upon the best female mind. We have got to do it—the condition is inevitable as progress; the practical question is, shall we resist it—strive against it as long as we can, and yield at last, or gracefully and naturally adapt ourselves to it now? The latter is the dictate of prudence and sound judgment.

A pleasing and valuable feature of the condition we have been contemplating is the division of labor which it promotes, whereby the educational work can be so much more effectively accomplished.

The few (comparatively, of course,) gentlemen of first class talent and attainment who will still be disposed to enter the profession of teaching will command high positions at wages sufficient to induce them to make it a permanent pursuit. We shall thus secure for our advanced culture, a class of instructors of the highest grade. To females will naturally fall the responsibility of primary instruction, and with more certain and definite employment, they will be induced to make special preparation for the discharge of their duties, and steady employment term after term in the same place will add greatly to their efficiency and usefulness.—E. W. K.—*New York Teacher.*

AN INCIDENT IN SCHOOL GOVERNMENT.

My friend Stanton undertook teaching a private school in the place where he was living. He had been brought up in the West, and had lived for some years in Grovesend, so that he knew the character of the people, and the spirit of license and freedom which had generally been indulged in the children. Not a few of the boys had the reputation of being turbulent and rebellious, and it was likely to require both a steady hand and good judgment to control with success the wild elements. I have thought, from what I knew of Stanton's school, that he was often too lax in his management; but he excused himself by quoting the agricultural proverb about not setting the coulter too deep for new ground. He said he should bring

up the standard of discipline and scholarship as he enlarged the school and brought it more fully under his influence.

Stanton's arrangements at first were such that he was not obliged to spend his whole time in the school-rooms. For assistant he employed a emale teacher who had been trained in one of our best New England academies. She had complete knowledge of what she was to teach, and the steady patience and perseverance necessary for thorough drilling of her classes; besides, she had the New England ideas of duty and discipline; she had obeyed strict regulations in school, and in turn expected obedience of her pupils. Her manner was quiet and dignified, some times seeming severe, but generally gentle, and never in the least overbearing. The school-room was frequently left in her charge, and there were several classes which some times recited to Stanton and some times to her.

For a considerable time all went well in school. Perhaps the Western courtesy to women coincided with the dignity of the teacher and the ambition for good standing which was aroused by Stanton's new government, so that even the roughest boys, those who had defied all authority, both at home and at school, were as ready to obey Miss Gilbert as Stanton himself. But at length a spirit of insubordination was manifest, which seemed to indicate that three boys, nearly grown, had determined to break down Miss Gilbert's authority. When she had the care of the room, or was hearing their classes, they were disorderly, communicating with each other, occasionally whispering, laughing, or getting up trifling play. Her glance of displeasure was met by a look of cool indifference: when called by name in reproof of their behavior, they soon renewed the offense, and plainly set her at naught. If Stanton was in the room or heard them recite, they were perfectly respectful and orderly, and could not be detected in any impropriety.

Stanton was unwilling to interfere to support Miss Gilbert's authority on what seemed to be such slight necessity. The spirit that actuated the three young men (as they might be considered) was evident, and the conspiracy undoubted; but unless it came out in more overt acts, it would appear both to them and to the rest of the school, that she was unable to maintain her authority without a constant and visible support from the principal. It would not do to let them drive her to a perpetual reporting of minor delinquencies. Stanton resolved to compel them either to yield to her, or rebel so openly that the intervention of the supreme authority should be manifestly called for. "As a doctor" said Stanton, "some times hastens the crisis of a disease, and thus forwards its cure, so I determined to make those boys see where they stood, and choose between rebellion and unqualified obedience; I was sure they would choose the former."

Giving Miss Gilbert his view of the matter, and directions for the execution of the plan, one day he spent more than usual time in the school-room, and heard many classes. Whenever he detected a pupil holding communication with another he instantly called him by name, and ordered

him to stand up and remain standing until permitted to sit down. Some were called up at their desks, others at recitation; in either case the new punishment was a great mortification, but no one hesitated to obey. The three conspirators, Grosstate, Thorpley, and Royston, were, as was expected, blameless; but the whole school wondered at the innovation.

Next day Miss Gilbert was left in the chair as usual. When she called up the class containing these boys, they soon renewed their misconduct. She ordered Grosstate to stand up. He refused, adding insolent language to the refusal. Before the recitation was through, Royston and Thorpley had each received and disobeyed the same direction, but without insolent replying. No further notice was taken of the matter, and things went on as usual through the day. Stanton had wished to deal with Grosstate first, because he had least courage and obstinacy, and was the weak point in the conspiracy. His special insolence gave reason for calling him first to account.

At the close of school in the afternoon Stanton had given the signal of the bell to prepare for dismission, and the pupils were waiting for the signal for departure, which was never given till the bustle of putting away books had subsided to perfect silence. When every eye was upon him with expectation, he suddenly turned to Grosstate and said sternly, "Alfred Grosstate, this morning you were guilty of insolent conduct to your teacher, Miss Gilbert. You knew that sitting in my place she had full authority over the school; but you told her you would not mind *her*. Now," drawing his watch and laying it on the table as he spoke, "I give you *two minutes* to confess your offense, say that you are sorry for it and will do better. If you do not do so, we will settle the matter after school."

Corporal punishment was almost unknown in the school. What might be meant by "settlement after school" was not known; but that it was something to be feared was manifest, and it was known that corporal punishment might prove very severe.

As Stanton ceased speaking, every eye turned from him to Grosstate. No one stirred. Not a breath was heard. The culprit was taken by surprise. He had expected to be notified to remain, and had made up his mind to take a moderate whipping, but without giving up his rebellious spirit. Now he was in a pillory of shame. The steadfast artillery of eyes on every side distressed him. The unwonted silence and attention concentrated the impression, while the stern glances of the teacher were like arrows of fire. He turned red, then pale, then flushed up again. His face quivered and was distorted with contending emotions, while his limbs moved in little jerks, and he twisted his body on his seat, looking only at the master before him, who was looking some times at him, some times at the school, and some times at the watch. "One minute has passed," said Stanton. There was no change, but that his face showed that his will was failing under the trial. "Thirty seconds are left," said the teacher. "I don't know what you want me to say," stammered Grosstate. "You know you were impudent to Miss Gilbert and refused to obey her, and

you can say so; you know whether you are sorry for it, and will behave better, and you can say so. Fifteen seconds are left." In an instant he was on his feet, faltered out the required apology almost in Stanton's words, and subsided into his seat, thoroughly conquered.

He was never again disrespectful to any of his teachers in that school; and when, some months later, Miss Gilbert died unexpectedly one night, and the announcement was made in school next morning, the sorrowful face and tearful eyes of Alfred Grosstate bore testimony to his kindly regard and true respect for her. Perhaps a touch of remorse deepened the feeling.

The other boys were soon disposed of. They were not noticed that day, but knew that something awaited them. Thorpley's conduct was mentioned to his father, and home influence and the teacher's admonitions brought him back to his duty. Royston had had difficulty with previous instructors; Stanton talked with him kindly two or three times, and urged him not to forfeit the good character he had begun to earn, and warned him him that the end with him would be dismissal from the school. He chose the wiser course, and confessed and forsook his rebellion.

Stanton never repeated this expedient, for he had no occasion so to do, and part of its effect came from its novelty. Had he required instant submission, the boy might have refused it; had he given him forewarning, he might have gathered his powers of resistance; and if the apology had been left to be given next day, his fellows would have strengthened his courage. They ridiculed him for yielding in two minutes, but were weakened by his defection, and strongly impressed by the promptitude, energy, and determination of their teacher: they learned that he would vindicate his authority and maintain his government, choosing his own times and ways. Those "two minutes" exorcised the fell specter of insubordination, so that it vanished forever from that school.—A. E. T.—*Illinois Teacher.*

ROCKFORD SCHOOLS.

ROCKFORD, ILL., *May* 18*th*, 1858.

FRIEND CRAIG:—If all your correspondents are as negligent as myself, I am sure that you have reason to suspect men's promises. I have seen much in schools during my recent travels in Wisconsin and Northern Illinois that I believe would interest your readers, could they have seen also, through the columns of the *Journal*; but I have not found time at the moment to pen the impressions as I promised, so they are among the

dead in the mind's charnel house. Did you ever think of the mind's dead? Association, like the last trump, may call them from their resting places, but they slumber for the present.

Rock River is a beautiful stream, and it has upon its banks three of the most promising cities of the West—Janesville, Beloit, and Rockford. I have been spending a week at the last-mentioned city, and I am much delighted with its location, scenery, people, advantages, schools, and prospects. I shall confine this letter to a brief view of its public schools and the young ladies seminary.

You know that I have a very high opinion of the graded school system, hence I shall speak of schools first. There are two here, one in East and another in West Rockford. I am pleased to know that the river does not divide the interests in any great public enterprise, though to distinguish localities the terms *east* and *west* are sometimes used. The school on the east side is superintended by Prof. O. C. Blackmer. It numbers 549 pupils, and presents a complete theory of graded schools, in active and efficient operation. From the first primary to the high school every thing is progressive, and though the discipline is severe, or, I might better say, rigid, inside and out, yet an atmosphere of love is seen to pervade every thing, and is felt by the spectator.

Entering the second primary department, I found all busy in recitation and preparation for the class. Some little boys and girls were "talking from the book." They stood exactly like men and women, and talked while their mates counted to denote the length of time to be given at each pause. *Little fellows* can be taught to express the sentiment on the printed page in a manner that will—yes fascinate. I refer to these schools for the proof of my assertion. Not an individual seemed to look dumpish or dull because he was little and "cooped up." The recitation over, a general exercise in singing was introduced, and they all sung with the same expression and animation. Then another general exercise in addition and numeration, and the life of the recitation was contagious. This exercise was an evidence also that little folks could learn some things that larger ones ought to know, and do it at a time of relaxation. Then came the recess. Two delegates left their seats, proceeded to the doors, stood with hands upon the knob; a motion, or something else that I could not see or hear, started the first division, and out they went. The door was opened for them by the sentinels, and closed immediately, to shut out the noise of their happy laugh on the play-ground. This was repeated, until the room was vacant. I could not keep away from the play-ground. I wanted to watch these industrious "little ones" there also. They played as earnestly as they worked. These recesses are repeated twice in the forenoon, and the same in the afternoon. The teachers who find it so difficult to *amuse*

their primary scholars, and who think the abodarians of the ages of six and upward are not old enough to commence a discipline that will make them *men* and *women*, ought, by all means, to look into the second primary department of Prof. Blackmer's school. The accomplished lady who superintends this room is Mrs. C. J. Wright, and if the true spirit of the teacher ever came below and entered humanity, certainly this lady possesses it.

I entered other rooms and other departments until I had seen the whole picture. It is a picture, and one that I wish all our free people, who hope to perpetuate their liberties, could look upon. There is *hope* below, because their is a higher seat above for each scholar who will work to merit it, and hope makes them all look upward while they strive. I can not particularize in regard to the other rooms. They were similar to the best first class graded schools. The citizens have provided ample and beautiful school-rooms for the accommodation of this and the other school, at a cost of about $25,000 each. Let me say here, that these two public school buildings, and the seminary and boarding hall may be set down as having cost nearly $100,000. I think that is pretty well for Rockford.

Prof. Blackmer is assisted in the high school by M. S. F. Penfield; in the grammar department by Miss A. M. Coolidge and Miss Mary E. Bradley. In the intermediate department by Miss L. A. Brown, Miss Julia A. Southgate, and Miss Anna F. Swan. Second primary by the lady mentioned above and Miss Ellen Blackmer; in the first primary by Miss E. J. Griffin and Miss Abby N. Flint, and a more competent corps of teachers I have yet to see. Mr. Blackmer does not teach in any particular department. He appears *often* in all the departments, and is as likely to be found teaching the alphabet as the powers of *x*. Thus the services of the *expensive* teacher are not confined to any class of students, and the discipline is vested in one individaal, who is competent and thorough.

Prof. Lyon, who is the likeness of Prof. Blackmer in teaching, only more so, perhaps, superintends the school on the west side. The discipline is the same, and the grade as uniform. In his school only the most attractive department seems to be the high school. Large scholars (Mr. Editor, what does the term mean, large in intellect or in stature) always give more character to a school, especially if they are inspired with the scholars hope, and none but the true teacher can instill it.

The teachers of this school co-operate heartily in teachers' meetings, and in carrying forward every thing that is new and calculated to benefit the school. There is not much in a name or I would give their appellations also. I have invited all these *active* and practical teachers to meet with us at Portage City next August, and I know that you and the other members of the committee will second the invitation.

"I come now to speak" of Rockford Female Seminary. I presume I

shall add but little, in what I say, to its already well-deserved and abundantly allowed reputation through our State and Illinois, but as I have had an opportunity to observe its influences and examine its practical workings, and am altogether in love with the institution, I shall not forego the pleasure of adding my testimony in regard to its merits.

It is situated on the east bank of Rock River, on an elevated site in the midst of a delightful grove, whose original beauty is still sacredly preserved. This grove not having been molested by art, affords a graced and commodious concert room for the "wild vocalists," and a retreat for the meditative student, as silent and wild as the most devout could wish, and the general health and bloom of the fair students is an evidence that the breezes which sing among the trees, and assist in unfolding the luxurious charms of nature, is not unappreciated by them.

The soil is light and pebbly, the river passes on the west, only a few rods from the main building, and altogether it is as well situated to make the student contented and happy as any similar institution that it has been my pleasure to visit.

A very able corps of teachers compose the faculty, which is headed by the experienced and accomplished ladies, Miss A. P. Sill and Miss Mary White. We do not often find all the graces of person or qualities of mind which constitute the model woman in one person, and very seldom in two, but what these two ladies have not, is not worth having. Of the teachers I need not speak. Their being retained in their respective departments is sufficient evidence of their ability and thoroughness. The boarding hall is commodious and pleasant, and all young ladies from abroad are required to board in the same, unless special arrangements are made otherwise with the officers of the institution. I can not too heartily commend this arrangement. The reason that we advocate the central high school in connection with our common school system, is, that the young ladies and gentlemen when they leave the home circle to attend our foreign schools, begin at once to develop the intrigue and devilty of their natures, while the heart and higher qualities of mind are not awakened. This may seem severe, but a thousand disappointed parents endorse the proposition. I will here quote from the catalogue of this institution, to show why I approve of the plan adopted by it:

"This department is modeled after the well-regulated family; therefore, each member, as a part of her home education, shares in the responsibilities of the household, such as every wise parent would appoint, and every dutiful daughter perform. The time thus occupied is about one hour per day. This portion of time is so small as not to retard progress in study, but on the contrary, the exercise has a healthful and invigorating influence, and also aids in symmetrically developing character, by keeping the

scholars in the home sphere, and preparing her for the practical duties of life."

This school is abundantly patronized. The hard times have had but little influence upon its numbers. Many of Wisconsin's fairest daughters are here preparing to become the mistresses of our glorious State.

I would like to write particularly of Rockford; its beautiful residence and good society. But I have trespassed too long. You may hear from me anon. Yours truly, A. A. G.

SCHOOL SUPERINTENDENCY.

RICHMOND, *June 1st*, 1858.

MR. EDITOR:—I am much interested in the perusal of the *Journal*, particularly as it advocates facts and principles for which I have long contended, and of many of which, suggested to my mind while engaged in teaching in by-gone days, it brings to mind a vivid and distinct recollection. Prominent among these I regard that which relates to the selection for school officers, particularly town superintendents, of those who are not only well qualified in respect to scholarship, but practically acquainted with the business of teaching. The principle to which allusion is here had is one of so much importance to the success and future advancement of our common schools, that it needs to be engraven in some form more tangible and accessible than has hitherto been done, particularly to the people of the rural districts of our State. What individual is there whose mind is ordinarily endowed by nature, that would not, at a glance, see the impropriety of selecting a person entirely unacquainted with any particular branch of manufactures, to exercise a controling supervision over an extensive establishment of this description? Equally absurd is it to elect to the responsible office of superintendent of schools, an individual practically unacquainted with the complicated machinery of the youthful mind, and with the business of "teaching the young idea how to shoot." The absurdity is, in my opinion, just as palpable in the one case as in the other, though not so observable, from the fact that the highest degree of excellence in teaching requires so rare a combination of talents, and is so seldom attained, that a large proportion of our rural population, having little or no opportunity of seeing it exhibited in the proper training of their offspring, regard it as ordinary in its means and ends, and consequently come very far short of appreciating it properly. Hence an inferior grade of talents and acquirements is adequate to the business of superintending

schools, and hence it occasionally happens, by an accidental concurrence of circumstances, that an individual elected to the office of town superintendent, is required, by the routine of his duty, to exercise a controling supervision over teachers who are far his superiors both in mental and moral culture. Whether such a state of things is the unavoidable result of the practical working of our school system is a point which I shall not now attempt to decide. One important fact, however, is clearly deducible from the preceding premises, that is, that in order to the accomplishment of the greatest amount of good by the operations of the school system, it is necessary that all the parts of the great body corporated, by which I mean school officers, teachers, and people, should be elevated, mentally and morally, in harmony with each other. Any jar here creates a rupture in the harmony of the whole.

Although, as has already been intimated, it is not my present design to discuss the merits of the school system, it is but just to remark that any system is perhaps equally objectionable which does not recognize the cardinal principle that none but practical educators are competent to be entrusted with the superintendency of schools, and whether the system of town or county superintendency will afford the greater security against the evil complained of, requires the test of experience to decide. There is one additional item connected with the superintendency of schools to which I will briefly advert, and close this rambling communication. The visitation of schools I regard as one of the most important and responsible duties which devolves upon the town superintendent; better, therefore, be omitted entirely than improperly done. If he is gentlemanly, polite and intelligent, as well as active and obliging in the performance of this particular department of his duty much good will, unquestionably, be the result.

If, on the other hand, he enter the school-room with a sort of assumed senatorial dignity, and deliver his sentiments in a formal, haughty, or dictatorial manner, though he possess the requisite qualifications as to scholarship, and though his views may be perfectly just, a prejudice will be conceived against him, on the part of both teacher and pupils, which will paralyze all his efforts in the accomplishment of any durable good.

B. H. STARK.

THE STRASBURG CLOCK.—*Galignani* says: "The famous astronomical clock of the Cathedral of Strasburg reproduced, by means of its machinery, with perfect accuracy, the various phases of the recent eclipse of the sun. This clock, as is known, in addition to declaring the time, presents the heavenly bodies and their movements."

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(Continued from the June Number.)

DISTRICT OFFICERS—POWERS AND DUTIES.

Q. Have the District Board the right to hire a teacher for *four* or *five* days in a week, just as suits their own convenience, without consulting the wishes of the District?

A. Custom, which makes law, has established the precedent of teaching five and six days in alternate weeks in country schools, and five days each week in schools in cities and villages, and this custom is understood to be the voice of the district, unless it is otherwise directed; and we do not see how the Board would be authorized in departing from the established custom, except at the instance of the district. A legal month is twenty-two days, in either case.

It may well be questioned whether it is advisable for any schools to keep over five days in a week. It would, in our opinion, be advisable never to teach six days. For older scholars it might, perhaps, not be injurious; but for the younger pupils it is, we fear, positively criminal to keep them so confined without giving them every week one good, whole-hearty play-day, for the Sabbath is not a day of recreation in this country We think, also that older pupils would progress equally fast with this allowance for relaxation. It would be a good work for districts to begin to change the custom from five and a half days, to five days' school in each week.

Q. Can a school district officer qualify after the ten days allowed by law have expired; and if he can not, and his office becomes vacant, when does the vacancy begin, at the time of his election, or at the expiration of the ten days?

A. A district school officer can not qualify after the ten days allowed by law have expired; his office *then* becomes vacant, and must be filled within ten days by the remaining members of the Board, or afterward by the Town Superintendent. The vacancy commences at the expiration of the ten days, the law allowing the old officers to hold their offices that length of time after the expiration of their year, for this express purpose.

Q. Does the same rule, as above laid down, apply to Town Superintendents?

A. It does; except that in case of a vacancy the Board of Supervisors have the power of appointing an officer to fill such vacancy.

A. Can a district officer hold office more than ten days after the annual meeting at which his successor should have been elected?

A. He can not.

Q. The law says a district shall be *duly* organized when any two of its officers are elected and qualified, and that it shall be *legally* organized after it has exercised the franchises of a district for two years; now, can the superintendent of a town, alter the limits of a joint district, by taking the territory in his town from the said joint district, without the consent of the superintendents of the other towns, provided his action is within two years from the formation of the said joint district?

A. He can not, for the district is *duly* organized, according to the law, and such due organization must be treated in all respects by the district and town officers as a perfect and legal organization.

Compiled from the records of the Department, by

S. H. CARPENTER,

Assistant State Supt. of Public Instruction.

TO TOWN SUPERINTENTS AND DISTRICT CLERKS.

SPECIAL NOTICE.

THE special attention of District Clerks is called to the Sixth Section of the New School Law, which follows, with the specific direction there given as to the time for making their annual reports; and Town Superintendents will greatly subserve the public interest by making known to District Clerks their duty in this particular.

Blanks for reports of District Clerks and Town Superintendents will be sent to Town Superintendents for their respective towns during the month of July; and all Town Superintendents who may not have received them by the 1st of August are specially desired to notify this Department of the fact, *with their post-office address*, that a new supply may be sent forward in season. Very respectfully,

LYMAN C. DRAPER,

State Superintendent of Public Instruction.

AMENDMENTS TO THE SCHOOL LAWS.

[Published June 1st, 1858.]

CHAPTER CXXXVIII.

AN ACT to amend an act entitled "An act to amend chapter nineteen of the Revised Statutes, and to compile the School Laws of Wisconsin," approved April 1st, 1854.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Section twelve of an act to amend chapter nineteen of the Revised Statutes, and to compile the school laws of Wisconsin, approved April 1st 1854, is hereby amended so as to read as follows: "Special district meetings may be called by the clerk, or in his absence, by the director or treasurer, on the written request of any five legal voters of the district, by notifying all the legal voters in such district, and the inhabitants qualified by law to vote, when lawfully assembled at a special meeting shall have power to transact the same business as at the first and each annual meeting."

Sec. 2. So much of chapter nineteen of the Revised Statutes as relates to the assessment and collection of school district taxes, is hereby revived for the purpose of assessing and collecting any tax that may be voted at any special meeting, in accordance with the provisions of section one of this act.

Sec. 3. This section amends section 14 of the School Law of 1854, increasing the power of a district meeting to vote a tax for building, hiring, or purchasing a school-house, from three to five hundred dollars, without the certificate of the Town Superintendent.

Sec. 4. This section provides that the District Board shall be elected for three years: *Provided*, That at the first annual election of district officers after the passage of this act, and at the first election of such officers in any newly organized district, the clerk shall be chosen for one year, the treasurer for two years, and the director for three years; and thereafter each officer shall be chosen for three years.

Sec. 5. Simply makes some necessary verbal changes in section 20 and 21 of the law of 1854, relative to District Treasurers making their final report, not at the end of the year, but at the close of their term of service.

Sec. 6. In consequence of the change of the fiscal year of the State requiring the annual reports of the State officers to be made within ten days after the 1st of October, it became necessary to change the time for the District Clerks, Town Superintendents, and Clerks of Boards of Supervisors, to make their annual reports. This section makes the school year end June 30th, and requires the District Clerk to make his annual report between the 1st and 15th days of July. These dates, however, are not the ones agreed on by the State Superintendent and the chairman of the Senate Committee on Education, with whom the bill originated, and neither can account for the blunder; nor was it discovered till after the publication of the law. As this change of the closing of the school year would, if enforced, prove exceedingly vexatious, if not fatal, to those districts that rely upon the summer months to make up their three months' school, to entitle them to public money, and, as in other particulars, it is impossible for the State Superintendent and local officers to comply with this part of the law at this late date, the Superintendent of Public Instruction, with the consent and approval of the Governor, hereby authorizes and directs all Clerks of school districts in the State, to make their annual report, as was intended in the new law, and which is absolutely necessary in order to carry into effect the connecting requirements of the law, viz.: The school year to close, as formerly, August

31st, the report to bear date September 1st, and to be made between the *first and tenth* days of September to the Town Superintendent.

Sec. 7 requires the Town Superintendent to make his report to the Clerk of the Board of Supervisiors, bearing date the 15th day of September, between the *fifteenth and twenty-fifth days of September.*

Sec. 8 requires the Clerk of the Board of Supervisors to make his report to the Superintendent of Public Instruction, *on or before the 10th day of October.*

Sec. 9. This section requires the State Superintendent to make his annual report to the Governor on or before the 10th of December.

Sec. 10 amends section 94 of the law of 1854, so as to make the districts or towns liable for costs, and not the Town Superintendents, when the atter commence an action on a bond.

Sec. 11 authorizes the State Superintendent to have 5,000 copies of the existing school laws printed, ith necessary forms and regulations, and to send to each Town Superintendent a copy, and for each District Clerk.

Sec. 12. Whenever two-thirds of the legal voters of any two or more adjoining school districts shall at an annual meeting, by vote, determine to form a union district for high school purposes, it shall be the duty of the clerks of the districts so voting to furnish the town superintendent a certified copy of the minutes of said meeting, together with the names of those voting for and against said proposition. Upon receiving such notice it shall be the duty of the town superintendent to determine and establish the boundaries of said union district, and file a copy of such order with the town clerk. He may also, upon application, include persons and lands in adjoining districts in said union district, according to his discretion.

2. The control of such union district shall be vested in a board, consisting of director, treasurer, and clerk, who shall be elected in the same manner, and hold their offices the same as officers of the district boards, subject to the same rules and penalties; *Provided*, That the town superintendent shall have power to appoint the first board of such union district.

3. The expenses of said union school district incurred in purchasing or leasing school-houses, or sites, in building or repairing school-houses, out-houses, fences, etc., in hiring teachers, and in establishing and carrying on said high school, shall be defrayed by a tax upon the real and personal property of said union district at its annual or special meetings, and shall be levied and collected in the manner hereinbefore provided for the assessment and collection of district taxes. No fee for tuition shall be charged or collected; *Provided*, however, That such tuition fee may be charged and collected from scholars not residing in the union district, which fee or fees shall go into the general fund of said union district.

4. The board of said union district, together with the town superintendent, shall constitute a board to determine the standard of qualification necessary for admission, the branches to be taught, and the books and apparatus to be used in said high school; and shall also examine all candidates for teaching in such high school, and award certificates to those deemed competent.

5. The annual meeting of the union school districts shall be held on the Wednesday after the last Monday in September in each year, and such meeting shall have power to transact all business as prescribed in section 11 of the act to which this act is amendatory.

6. Special meetings may be held as provided in section 12 of said act.

7. When it is proposed to form union districts of territory lying in two or more adjoining towns, then the respective superintendents of those towns shall act in concert in the formation of such union district as now required in the formation of joint districts, and the superintendent of the town in which the house shall be situated, shall have the superintendence and control of said union district after its organization.

8. Nothing in this law shall be construed so as to impair the organization of primary districts within such union district.

Sec. 13. It shall be the duty of the town superintendent of schools in each town, to prosecute any district treasurer of his town, whenever such treasurer shall use or pay out any moneys in

his hands belonging to his district, without authority of law. In case such superintendent shall neglect or refuse to prosecute such district treasurer, he shall be liable to a penalty of fifty dollars to be recovered by the town treasurer of his town on the official bond of said superintendent.

Sec. 14. This act shall take effect and be in force from and after its passage and publication; and all acts and parts of acts contravening the provisions of this act, are hereby repealed.

F. S. LOVELL, *Speaker of the Assembly.*
H. H. GILES, *President of the Senate pro tem.*

Approved May 17th, 1858.
ALEXANDER W. RANDALL.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.
Madison, Wis., *May 31st*, 1858.

DANIEL COLLINS, ESQ., WATERTOWN:

DEAR SIR—I duly received your favor of the 20th inst., in which you inform me that the Board of Education of Watertown, of which you are a member, have "unanimously resolved, that the reading of the Bible, and all forms of prayer, be discontinued." You assign, as your justification for this action, the fact that your community is composed of so many different national elements; and, in conclusion, you ask my opinion on the subject.

I very much regret that there should have occurred any serious differences of opinion in regard to the management of the public schools of your city; and, above all, do I regret that such differences should have had their origin with reference to the use of that precious book, the Bible. The Constitution very properly, I think, prohibits "sectarian instruction" i the public schools of the State; but this certainly can not justly be construed to mean the total exclusion of the Bible from the schools, or that simply repeating the Lord's Prayer, as has been done in your public schools, or, indeed, uttering any other liberal unobjectionable prayer, could, in any just sense, be regarded as sectarian. This is my view and understanding of the matter, and I feel confident that this is also the practical, common-sense view taken of it by the great mass of the people of Wisconsin, without any regard to sectarian connections or partialities.

You ask if the reading of the Scriptures and offering prayer are the common practice in the public schools of this State? To a considerable extent, I presume it is; perhaps almost invariably so, when in accordance with the teachers' wishes. And such, too, is the practice, to a great ex-

tent, in other portions of our own country, and in Europe. And more than this, religious instruction is imparted in the public schools of the most enlightened countries of the world—in some of them it is sectarian, but in many it is not. In Great Britain, France, Prussia, Germany, Belgium, Holland, Bavaria, Saxony, Austria, Norway, Sweden, and Switzerland, more or less religious instruction is given in the public schools; and even in Russia it is a national maxim, that "religious teaching constitutes the only solid foundation of all useful instruction."

No more enlightened statesman, or abler advocate for religious instruction in public schools, has appeared in any age or country than the celebrated M. Guizot, who has repeatedly been chosen as the Minister of Public Instruction in France. In addressing the French Chambers, while discussing his scheme of primary education for France, he said: You have admitted moral and religious instruction as an essential part of primary education; but, gentlemen, moral and religious instruction is not like a reading lesson, or a question in arithmetic, to be gone through at a particular hour, and then laid aside. Moral and religious instruction is a work of all hours and all times. The atmosphere of a school ought to be moral and religious, and this is the only condition on which you can have moral and religious instruction in your schools. Children reach the age in which the sciences are to be studied, but in Primary Schools, if you lay not a foundation of morality and religion, you build upon the sand. Does not the teacher open and close the school with prayer? In teaching the children to read, is it not in the Catechism? In teaching them History, is it not of Scripture? In a word, religious instruction is mingled with all the proceedings at all hours, in a Primary School. Take heed of a fact, which was never so brightly apparent as at this day: Intellectual culture, if accompanied by moral and religious culture, produces ideas of order, and of submission to the laws, and becomes the basis of the greatness and prosperity of society. Intellectual culture alone, not so accompanied, produces principles of insubordination and disorder, and endangers the social compact." Elsewhere, speaking of his Bill, he observed: "By moral and religious instruction, it provides for another class of wants quite as real as the others, and which Providence has placed in the hearts of the poorest as well as of the richest in this world, for upholding the dignity of human life and the protection of social order." Speaking of the teacher, and his high and important mission, he remarked: "Nothing can supply for you, the desire of faithfully doing what is right. You must be aware, that, in confiding a child to your care, every family expects that you will send him back an honest man; the country, that he will be made a good citizen. You know that virtue does not always follow in the train of knowledge; and that the lessons received by children might become dangerous to

them, were they addressed exclusively to the understanding. Let the teacher, therefore, bestow his first care on the cultivation of the moral qualities of his pupils. He must unceasingly endeavor to propagate and establish those imperishable principles of morality and reason—without which, universal order is in danger; and to sow in the hearts of the young those seeds of virtue and honor which age, riper years, and the passions, will never destroy. Faith in Divine Providence, the sacredness of duty, submission to parental authority, the respect due to the laws, to the king, and to the rights of every one—such are the sentiments which the teacher will strive to develop."

"Nothing," says Horace Man, "receives more attention in the Prussian schools than the Bible. It is taken up early and studied systematically. The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men, who, from age to age, were brought upon the stage of action, and through whose agency the future history and destiny of the race were to be so much modified; and especially, those sublime views of duty and of morality which are brought to light in the Gospel, these are topics of daily and earnest inculcation in every school. To these, in some schools, is added the history of the Christian religion, in connection with co-temporary civil history. So far as the Bible lessons are concerned, I can ratify the strong statements made by Prof. Stowe, in regard to the absence of sectarian instruction, or endeavors at proselytism."

Prof. Stowe, speaking of the German teacher, observes: sometimes he calls the class around him, and relates to them, in his own language, some of the simple narratives of the Bible itself, or directs one of the children to read it aloud; and then follows a friendly, familiar conversation between him and the class respecting the narrative; their little doubts are proposed and resolved, their questions put and answered, and the teacher unfolds the moral and religious instruction to be derived from the lesson, and illustrates it by appropriate quotations from the didactic and preceptive parts of the Scripture. Sometimes he explains to the class a particular virtue or vice, a truth or a duty; and after having clearly shown what it is, he takes some Bible narrative which strongly illustrates the point in discussion, reads it to them, and directs their attention to it, with special reference to the preceding narrative."

(To be Continued.)

How true this is.—"It is not work that kills men; it is *worry*. Work is healthy; you can put more on a man than he can bear. It is not the revolution that destroys the machinery, but the friction. Fear secretes acids; but love and trust are sweet juices."

Home Department.

THE WANT AND THE REMEDY.

"It is not enough!" said my brother, with an emphatic sigh. He was leaning upon the gate, looking at our quiet pasture land, and at old Grey cropping the dew freshened grass. He turned and gazed into the stately forest, and muttered, "It is not enough!"

"What disturbs you, Walter?" I inquired. I was standing near him having espied him there when returning from my evening ramble. He turned suddenly.

"I will tell you," he replied; "for you will agree with me. I was thinking that I am almost a man—yes, almost," he repeated, seeing me smile, as he drew up his boyish figure, which was hardly proportionate even to his eighteen years. "Boys, you know," he continued, "are satisfied with a knife, a dog, and a gun. I am not, and therefore am above them. I know that I am capable of something; father would say, 'not greater," so I will only say beyond my present round of employment. I have read that many young men have thought the same, and have gone out of home quiet, 'to seek their fortunes,' but have not found the object of their search. But this does not discourage me, for I believe there is a golden mean between a reckless, adventurous spirit, and a plodding, unaspiring one.

"That mean I am seeking; and may it not be attained by combining the advantages of a city life with the pure air, freedom from restraint, and healthful exercise of the country? I think that a spoke is gone from the great wheel of society, and that is the one which, if replaced, would more intimately connect country and town. But now there are great differences between us, insuperable almost to me; yet that does not in the least check my longing to be more, even, than a good farmer. Yet I do not wish to leave my occupation or the country; I love them both too truly to forsake them. It is the education, the *education*, that I pine for, and will have."

"But," I ventured, "you do not wish to leave the country, yet you have decided to have an education, which you can not obtain without going from home. This seems paradoxical."

"True," he replied, "and the question is, how is the difficulty to be overcome?"

Just as he had uttered the last interrogatory, Mr. B. joined us, and to him we referred the subject under consideration.

"You wish to know if it is possible for you to unite the advantages of the city with those of the country," he replied. "I might tell you, Walter, that by fitting up a residence for yourself near a city, you might combine the two results. But that you know already, and you know also that to do this is impossible. It would pre-suppose the fortune and independence of a successful man of forty to be possessed by a youth, who has as yet done little in life, aside from physical labor, except to hope. It would afford me great pleasure if I could tell you how you might secure right here, without going to a distant city, without leaving your honorable employment upon the farm, the advantages you desire. For I rejoice to see that you do not belong to that class of malcontents who consider farming only in the light of degrading servitude, but that you honor your profession, and only wish to make yourself truly worthy of it.

"When I was young I had the same desire that you have. To be at once a thorough, practical farmer, and an educated man, were my wishes, because they were necessities. To be a farmer was a necessity of mine, for I could enjoy no other pursuit as well. I do not mean that my ambition was to be either a plowman, a herdsman or a shepherd merely, but a farmer in a broader and higher sense. I wished to be one of the great fraternity of 'nature's noblemen.' It was a demand of my intellect to be cultivated and expanded; I felt a craving, which I knew could be satisfied in no other way. But I was poor, and stay at home I must. Thus was I in a torturing dilemma, as a man must always be when only one-half his abilities are being called into action.

"My case was not an isolated one, nor is yours. Thousands are feeling this very want to-day, are groaning under it, and will not be comforted till their aspirations are fulfilled; for unequal development never was, and never can be natural, hence never can be productive of happiness. But to the point.

"I studied every possibility of which I was capable over and over, as I followed the plow by day or mused at eventide. Not in a day or a week but after months of thought and careful weighing of probabilities, I arrived at the conclusion—doubtless it is by no means an original—that it was possible for an obscure youth, without the aid of a fortune, or influence, or 'rich relations,' to become thoroughly educated, and yet continue to pursue his avocation—to be a gentleman, and yet occupy the proud position of one of the 'workers of the world'—to become acquainted with what is abroad, and yet remain at home—to be at once a man, a scholar, a farmer, gentleman.

"I do not say that I have done this, indeed I can not; for I should not

be sustained in the assumption. But I have done something, and will tell you how you may do more.

"In the first place, cease to repine against your lot. Believe that which is the truth, God could not have given you a nobler one. In close study or earnest reflection upon what you have already learned, occupy hereafter the hours formerly spent in useless regret. Obtain a few useful books—historical, biographical, *scientific*—almost any except fictitious. I speak of the beginning you are to make. Leave fiction for a few years, and then read only such as will acquaint you with characters, manners, and customs; for though the personal study of character is noble and elevating, more experienced dissectors and delineators than we can be have given us the result of their investigations, and by the evening fire we may read it, as depicted by the master hand of a Dickens or a Thackeray, who have given their whole lives to its observance. But you have much to do before you are prepared for literature. You must study *science* with energy and determination, both morning and evening. Have a book always near you; use your 'spare moments.' Do not, however, endanger your health by appropriating the hours that nature demands for rest to study. And that you may not dare to disregard the requirements of those laws, I would recommend that physiology be one of the first sciences which shall occupy your attention.

"Foreign languages you had better omit, unless you have a decided genius for them. First make sure of the necessary, afterward, if possible obtain the desirable. What you have learned in your moments of leisure, review while at your work. Fix the principles that they may remain forever. You will have this advantage over college students. They are urged from one study to another with such rapidity that they have bu little time to reflect upon and assimilate what they have learned, but you will have hours each day. Your mind can not be occupied with your labor but a small part of the time; you will soon learn to work as rapidly with your hands while your mind is engaged in another direction, as if your intellect was objectless.

"Whenever you see in nature any thing analogous to what you have learned from science, trace that analogy; it will serve to fix the fact more firmly in your memory, and to establish habits of observation. Notice the honeycomb of the bee; apply to it the principles of Legendre. Exercise your knowledge of geology in classifying the pebbles on the shore of the brook at which you refresh yourself and your team after a hard morning's work. Do not think the study of botany only fit for school girls; it is a noble science. Ascertain the reason why one field of your wheat flourishes better than another, for you may know it, but not without that acquaintnce with botany and chemistry, which will teach you what substances

enter into the composition of the soil most grateful to such a crop. But I shall never weary if I continue to direct your attention to the glorious field of inquiry which lies all about you.

"Procure a practical work on etiquette; study it carefully. Do not have the simplicity to believe that the more boorish you can appear, the better you will be suited to your business: never did man make a greater mistake. What if the rules of politeness are arbitrary? Which is better? to shun, by an observance of them, sneers which would have pierced the heart of your sensibility, or by disregarding them, to be denied the refined society and improving conversation which, with the science you will master, you might be privileged to enjoy. Because your fathers thought 'twas useless, is not reason enough for you; you must advance—go higher than they have done.

"A small amount of money will suffice to procure the necessary books for a commencement. Begin to-night, and finish—never. But let your enthusiasm be tempered by judgment, for excesses never can be successes.

"After pursuing this course until your mind has become sufficiently disciplined and expanded, leave home for a winter, if your means will admit, and go to some town where there is an institution of learning. You can obtain permission to attend the lectures delivered before the students for a miscellaneous character as you have an opportunity to. Study such sciences as you could not conveniently pursue at home, as natural philosophy and chemistry, which require experiments to be fully understood. Study, intermingling with it outdoor work, till spring. Then return to the farm, not forgetting that your struggle for an education is but begun. In the mean time, do not neglect the gentle graces of home life. Be kind to all; that is a part of your development as a gentleman.

Your training as a farmer must be progressing as rapidly as any other department, for none is more important; if you fail in one you fail in all. Having put your hand to the plow educational, dare not a retrograde glance, but go onward ever.

"And, my young friend, though I ask all this of you, as the price of success, I demand no impossibility. Clouds of despondency will come over your bright sky at times, but as surely they will vanish before the sunshine of an unflinching determination. One thing you must possess, and I believe you do—a great desire for knowledge. It must be to you as food to the hungry, life to the dying. It must be the great, absorbing object of your life: but then success is sure. The discipline will be akin to that enforced by Lycurgus, of Lacedæmon, but it will make a Spartan intellect as truly as did the great lawgiver make Spartan heroes. The struggle will be long, but the victory certain, for 'there is no obstacle to him who wills.

"Remember that ignorance is not 'bliss,' neither is it 'folly to be wise,

"Oh! if our farmers, one and all, with their strong frames, power of endurance and of intellect, would only see this as it is, they would commence with a will, and end with a conquest! They will yet see it. It needs only that the object be presented in a tangible manner, and they will awake, they will act, and far down coming ages shall be felt the influence of the farmers of our land—the hope of our nation."

Reader! you should have seen my brother then; upon his lofty brow, and in his flashing eye, you might have read the magic words, "Eureka Eureka."—*Emery's Journal of Agriculture.* F. E. W.

GREATNESS.

I WOULD be great! This is the exclamation of the aspiring youth, as he struggles on in the paths of life. Now rising on the wave of popular opinion and success; now descending into the trough of the great sea, carried down by despondency or disappointment, still his anxious expression is, "I would be great!" He looks about him for the elements of greatness; wealth dazzles his eyes with its lustre, and he fancies that with its possession he has attained the acme of happiness and power. He contrasts the life of supposed ease and affluence with one of toil and care, and again he sighs "I would be great!"

In every mind is born this wish for human greatness, and unless broken by too many conflicting influences, will cause the human breast to heave at every age of life. But it is not wealth, it is not romance, it is not fancy, which can satisfy a truly aspiring mind. There are yet other elements of greatness more potent in their influence, more easy to be gained.

Mind is so constituted that it must be fed, either with fancies or with facts; fed with the former it becomes a skeleton, but with the latter strong.

The strong mind grasps not after illusions; and what is wealth but this! The history of our world shows us too many instances of one day in a palace, and the next day in a cave; one day reveling in pomp and pride, and the morrow delving with the serf, for us to place much confidence in the stability of wealth. Yet still the student sighs "I would be great!" "I would win *honor* to wield it o'er the destinies of man. To such a student let me say, there is no royal road to honor; the way is now open for you as well as for others. The world around you is demonstrating a truth

than which none is *more* truthful. "Knowledge is power," "knowledge is the promoter of virtue;" "knowledge is the attribute of God;" "knowledge is the path to true greatness."

Student would you still be great? H. M.

GENEVA, *June*, 1858.

School Intelligence.

WE often receive letters from teachers inquiring for situations, and from school officers inquiring for teachers, and in order to aid both parties in securing what they need, we have concluded to open an Intelligence Department in the columns of the *Journal*. Short notices, stating qualifications and experience of teachers, will be inserted twice, on the receipt of the sum of fifty cents from a subscriber, or one dollar from a person not a subscriber to the *Journal*. No charge will be made for the insertion of applications from school officers for teachers.

All letters of inquiry, containing a stamp to pay return postage, will be promptly answered.

SITUATIONS WANTED.

A Lady, who has received an academic education, is a graduate of the Connecticut State Normal School, and had several terms experience in teaching, wishes to come West, and desires a situation in a union graded school, as principal of one of the departments, or assistant in the higher department. Address this office; or, Miss ELLEN SPRAGUE, Andover, Connecticut.

A Gentleman who has had several years experience in teaching district and graded schools, wishes a situation as principal. Satisfactory reference given if required. Address this office; or, J. M. FRY, Metomen, Wisconsin.

MATHEMATICAL.—We had intended to open a mathematical department in this Number of the *Journal*, but are obliged to postpone it another month for want of room; in the meantime, if teachers will bear the matter in mind, and send us such problems as they wish published, they will be thankfully received.

Editorial Miscellany.

VOLUME Three of the *Journal* commences with the present Number. In presenting it for the consideration of our patrons, we have few pledges to make, and will only promise that it shall be as interesting and as valuable as the means placed at our disposal will enable us to make it. It depends upon the teachers of the State themselves how many improvements shall be made in this volume, and we appeal to them to lose no time in forwarding their subscriptions for another year.

There are many teachers in the receipt of salaries varying from five hundred to a thousand dollars, who do not take an ducational journal, never attend the State Teachers' Association, and seem to have no interest in the cause of education outside of their own school-rooms, and yet they wonder that teaching is not considered as a distinct profession, and its members regarded as public benefactors. Such short sightedness punishes its victims by consigning them to the obscurity which they deserve, leaving their places to be filled by energetic, far-seeing educators, who realize the nobleness of their calling, and the responsibilities under which they labor.

We trust that our subscription list, the ensuing year, will embrace all the *live* teachers of Wisconsin.

MEETING OF THE BOARD OF REGENTS OF THE NORMAL SCHOOLS.—We learn from the report of the Secretary, published in the papers, that the Board met at Milwaukee, on the 15th ult., "for the purpose of organizing and perfecting, as far as possible, a system or basis upon which such colleges, academies, and other institutions of learning in the State, as desire to do so, might connect normal instruction with the other departments of learning already taught in such institutions."

They have "provided for a course of studies of two years in a Normal Department, *entirely separate* and distinct from the College, Academy, or University, with the idea that the instruction should be rather of a demonstrative and analytical or philosophical character, than simply teaching the branches prescribed. In other words, training the minds of the pupils in the best and clearest methods of receiving and imparting the knowledge embraced in the formula of studies prescribed.

"Further provision is made for the employment of a thoroughly competent and efficient agent of the Board to visit the different institutions desiring a participation in the funds at the disposal of the Board, for the purpose of rendering them

such assistance, and giving them such suggestions as may be necessary in the task (which is not altogether without difficulty) of arranging and organizing the Normal Department. Another, and, in the view of the Board, a very important duty of this agent will be to hold and conduct Teachers' Institutes wherever and whenever it may seem advisable, thus giving an impetus to, and keeping up an interest in the great cause of popular education."

At this meeting of the Board there were distributed to the following institutions the amounts designated as their *pro rata* portion of the Income Fund for the past year, for the pupils instructed by them agreeably to the former regulations of the Board, viz.:

Milton Academy,	$2,270	Wayland University,	540
Albion Academy,	1,800	Wisconsin Female College,	900
Lawrence University,	2,400	Platteville Academy,	2,550
Beloit College,	2,180		
Carroll College,	1,880	TOTAL DISTRIBUTION,	$14,520

SHEBOYGAN PUBLIC SCHOOL.—We learn from the Sheboygan *Journal* that the public school of that city is now under the charge of D. G. Fraser, A.M., late of Livingston Co., N.Y., as Principal, assisted by Mrs. L. M. Fraser in the Higher Department; Miss S. M. Warner, as Principal of the Intermediate Department, assisted by Miss Rosetta Pendleton; and Miss Lucy Breed, Teacher in the Second Primary Department.

The *Journal* states that "The Principal and his immediate assistant come to us with excellent references, and have had many years' experience as teachers in the public schools of Rochester, and the academies and seminaries of Western New York. The former is a graduate of Geneva College, and the latter of the New York State Normal School.

"Miss Warner is a graduate of the Milwaukee Female College, and has had considerable experience as a teacher.

"Miss Breed and Miss Pendleton have heretofore taught in this school, and are known to our citizens."

MEETING OF THE STATE TEACHERS' ASSOCIATION.—Our readers will notice the programme of proceedings on the cover of this Number of the *Journal*. It is not complete as yet, but will be perfected by our next issue, which will be sent out in time to reach subscribers some days before the meeting of the Association, We urge all who can possibly leave home to attend the meeting. Important business, in which every teacher and friend of education in the State ought to feel interested, will be brought before the Association, and an opportunity given to all present to co-operate in the great work of elevating the teacher's profession, and establishing it upon a better and broader basis.

FREE UNIVERSITY.—Charles M'Micken has bequeathed nearly one million of dollars to the city of Cincinnati, to establish a university in which instruction shall be free. Orphans from five to fourteen years of age are to be supported out of the funds, and afterward, according to capacity, to be thoroughly educated at the university, or taught trades. The Bible is to be a text-book in the institution. The City Council are to appoint the directors.

PHONETICS.—Phonetic school books and instruction have been adopted in all the primary schools of Syracuse, N. Y., and an experimental class is instituted in Girard College.

NATIONAL ASSOCIATION.—The National Teachers' Association, organized at Philadelphia last August, is to hold its second session at Cincinnati, August 11th. Prof. Reed, of the State University, is engaged as one of the speakers. We trust our Teachers' Association will appoint delegates to the National Association.

THE BIBLE IN SCHOOL.—The Board of Education in the Fourth Ward of New York City has excluded the Bible from the schools in that ward. The difficulty in regard to the use of the Bible in the schools of Watertown, in this State, is settled by giving the teachers permission to read it before school hours, in the presence of those pupils whose parents or guardians make no objections, which is all that was claimed. We commence in this Number the publication of a circular from the office of the State Superintendent, called out by the state of things existing at Watertown. It takes high ground, and is worthy the careful perusal of every teacher and parent.

GEOLOGY.—Prof. James Hall, of Albany, N. Y., has been awarded the Wallaston Medal, by the Royal Geological Society, the first instance of the award of that honor to an American.

INDIANA.—The semi-annual meeting of the State Teachers' Association will be held at Terre Haute, on the 20th instant.

Barnard's American Journal of Education for June is received, and is full of valuable and interesting matter, comprising biographies of distinguished educators, sketches of school systems, articles on school architecture, etc. There are three hundred and twenty pages in this number, and it is embellished with a portrait of John Kingsbury, who has been principal of the Young Ladies High School in Providence, R. I., for thirty years, and one of John S. Hart, Principal of the Philadelphia High School.

The Atlantic Monthly for July has come to hand, and well sustains its reputation. Remember that we furnish it to our subscribers for $2,00 a year. Now is a good time to subscribe.

DIED, in this city, at 4 o'clock on Friday morning, the 18th instant, of consumption, Mrs. ELLA W. M'MYNN, wife of JOHN G. M'MYNN, Esq., aged 33 years.

"Mrs. M'MYNN, whose maiden name was ELEANOR WILEY, was a native of Vermont, in which State she spent her early years, and acquired her education. Her youth was spent in quietness and filial obedience, giving promise of the future. At an early age she yielded her mind and heart to the influences of Divine truth, and was numbered among the lambs of Christ's fold. Having taught at several places in her native State, thereby giving evidence of her happy ability to instruct and govern youthful minds, she came to Waukesha, in this State, in 1849, to continue her chosen vocation of teaching. After about two years she removed to our neighboring city of Kenosha, where she gained an enviable reputation in her calling. Here she was united in marriage with Mr. M'MYNN, also a successful teacher, and both continued in their profession, to which they were ardently devoted. In the fall of 1852 their services were securred in behalf of the Racine Public Schools, to which they have contributed largely to place in the first rank of schools in our State, and to them Mrs. M'MYNN has given her last earthly labor.

"It was, indeed, a disappointment to her, just as she was expecting and planning for greater responsibilities, in the contemplated absence of her husband from the school-room, to be so suddenly laid aside; but from the first attack of the disease which took her life, she was most calmly and sweetly resigned to the providence of God. And when it was told her she could not live long, she received the intelligence without a murmur, feeling that the best time to die is when God calls. She seemed as one reposing in Divine arms, and there at last she seemed to close her eyes in sleep, and is *sleeping* there still.

"Her loss will be most severely felt and realized by her sorrowing companion; but our entire community, and especially our youth, have sustained a loss that can not be well and easily repaired. All that knew her loved her, and all will mourn her death.

"'Asleep in Jesus! blessed sleep.'

—*Racine Democrat, June* 21.

During our stay in Racine, last fall, it was our privilege to enjoy, to some extent, the society of the deceased, at her own fireside, and we learned to esteem her as a pure minded, large hearted, noble woman. Her refined manners, cultivated intellect, and consistent life, won the respect and confidence of all who knew her, and many will mourn the event by which Christianity loses a bright exemplar, society a purifying influence, our schools a faithful teacher, and her partner a devoted wife.

Yet it is a consolation to feel that what is our loss is her gain. When such an one departs from our midst, we no longer *believe* in immortality, we *know* that there *must* be a sphere in which the capacities and powers of the enfranchised spirit shall have full chance for development; we realize that decay and death are but links in the great chain of endless growth and life, and through the darkness and gloom of the present, we catch glimpses of that glorious land where "God shall wipe away all tears from all eyes," and where there shall be no more sickness, or pain, or death. At such times words are powerless, and language fails to portray the heart's emotions, but we can not repress the expression of our deep-felt sympathy with the husband in his bereavment, and trust that though it may not lessen the sense of his own great loss, the consciousness that his sorrow is shared by others, will tend to sweeten his bitter cup of affliction.

THE

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WATCH THE MAIN SPRING.

MAPLE GROVE, *July 1st*, 1858.

MESSRS:—According to previous understanding Mr. Broadhead took the floor and remarked:

Mr. Chairman—In seeking the welfare of our schools, it does not become us to rest satisfied merely by comparing ourselves with ourselves, or with others. We have no right to content ourselves with any thing short of the highest degree of excellence attainable. To determine accurately the position we occupy in the scale of excellence as educators, it is necessary first to estimate the result of an education which is perfect, complete in all its parts, and secondly, how nearly we arrive at such results. In reference to the first it is enough to say that the Scriptural view of the subject is without exception, that youth trained in wisdom's way will not depart from it. From this, and from all experience, we learn that as with the youth so with the man. All experience also has shown that the school may have a most unlimited control of education. Now if we understand the character of our people, we may judge very nearly the worth of their schooling and of our schools. Although the school has to some extent an immediate effect upon society, yet the good and evil of the present is the result of teaching long passed; the trees of to-day were planted long ago. It is evident that since those were educated who are now upon the stage, there has been, in some respects great advancement. Schools are more common, and are becoming free to all. Science finds a wider and deeper channel; both justice and injustice are stronger; honesty has more power; treachery is more treacherous; skill is more skillful; and craft is more cunning. But this does not necessarily argue improvement. On the con-

trary, it remains a question whether such advancement will not prove our destruction. Wealth is power, and knowledge is power, and power properly employed is a positive good, but ill employed is a positive evil. Knowledge is a two-edged sword, and is as sharp in the hand of falsehood as of truth, and hence arises the danger as well as the necessity of schools. Doubtless at such a thought railroad, telegraph, and intellect worshipers will exclaim, "gew-gaw!" If such can but ride swiftly, it matters not in what direction. Upon the subject of human progression they will accept yellow sand for gold, or a scorpion for an egg. The burden of their blind zeal is educateion, intellect, science, philosophy, magnetism, perpetual motion. Give every youth a high forehead, a silver tongue, a brazen arm, and a guilded cutlass, no matter how they are to be used, no danger, and no consequence whether youth has a heart of clay, stone, steel or diamond, or whether the man is to be evil or just, mad or sane. But what is the truth? The lightning tongue of the telegraph, the press with its thousand voices, and every open eye bears record that the cultivation of language, without principle, has rendered the tongue exceedingly skillful in slander, in peddling bribes, in propagating falsehood, in hissing eat, drink, "thou shalt not surely die," and in spreading all manner of error; that the study of mathematics and philosophy has enabled man to bridle and saddle the four winds of heaven, upon which are riding, for swift gratification, every evil passion; that the cultivation of fine arts, without common sense, has made its thousands of silly women with little feet, puny fingers, who faint at the approach of a spider, and would starve if they were obliged to feed themselves, has sent health and beauty into the shade, and made the goddess fashion most popular of all the host of heaven. So we abound with rule of three tricksters, geometric swindlers, philosophic gamblers, patent lever speculators, and musical fools. Scientific skill has invented the telegraph, and it hurries a lie as much as a truth; a railroad, and it carries the villain as fast as the sheriff; a patent safe, and a key to unlock it. A public treasury, filled it with gold, and a powder plot to blow off the lid, while scientific plunderers stand ready to scramble for the spoils, and swallow them with happy greediness.

It is true that almost every government on earth is threatened by the skillful plotting of evil-minded, school-taught men. We have nothing to fear from the ignorant, except as they are made the tools of the learned. One lion can put to flight a thousand goats, so one highly educated man can have more influence for good or evil, than a thousand illiterate. It is a disgrace to good sense to introduce, as an argument in favor of our system of education, the fact that our prisons are filled with the unlettered, for it is a fact that in one year in the United States, the upper ten swindlers have squandered more property, and received more ill-gotten gain, than all the ignorant night thieves and highway robbers since the discovery of America. But the former go forth at noon day, and plunder ac-

cording to Euclid and according to law, while the latter pilfer by night, are overtaken, and thrown into chains. Finally, science has entrenched and armed both truth and error—has changed the contest from fist and brick-bat to revolver and bowie-knife—from ambush with bow and arrow to the open field with brass cannon.

Now, Sir, it seems to me consistent that we inquire whence arise these evils, and whether by any system of education we may, to an important degree, avoid them. It matters but little whether we believe the soul ushered into the world a blank sheet of white paper or black paper, one thing is certain, it is very susceptible of evil impressions, is like a garden, will most surely bring forth evil fruit, if good is not studiously cultivated. Here and there we find a good and faithful gardener in a parent and in a teacher. But let us leave all else and go to the school-room. Here sits a little boy of five years; he has already learned some good things, and some of the tricks of boyhood; he has just entered upon the scenes of the long-looked-for school days. He has for many a month taken his two thousand steps a day, and prattled from morn till night, and with his kit of tools and numerous machines, has pursued his childish plays as free as a bird. But now here he is chained—his territory a square foot—his freedom pinched down to the narrow limits required by the school-room decalogue —his position as unnatural and uncomfortable to him as the wooden shoe to the China woman's foot. As but little of his time is occupied by the teacher, he soon learns that he can get some relief by overreaching the statutes, if he can avoid the rod; and thus, by the time he has the A B C of reading, he is through the abs of deception. He makes the greatest advancement in that which occupies the most of his time. Every rule of the decalogue is again and again broken, while the appearance of the sapling in the hands of a sapling, only makes him the more cautious in his tricks. A few years serve to render him skillful; he can place his eyes upon his book, move his lips, as if studying, and at the same time make and throw paper balls, construct pin darts, birds, beasts, and fishes, or even play pin with one neighbor and pinch another, until he is angry and strikes. The latter is punished, the former screens himself with a lie. Depend upon it, Sir, these are the mustard seeds that grow up and become trees so that the birds may lodge in the branches; the acorns that become great oaks. This youth at length, as do multitudes, graduates from the common school without having spent one single day in earnest, honest application for knowledge. At home he is indolent, disobedient, and disagreeable. His parents are troubled, think he will never work, that he must be educated or he will be ruined. Don't know what is the matter; think sometimes he is sick.

We next find our hopeful at college, in league with all the dark lantern societies, in good and regular standing. He is completely successful, always outwits the college police. Tutors and professors receive the unwelcome part of many a sly game, and his fellow-students do not escape. For

example, after he, with his comrades, has played at cards during morning prayers until he wearies of it, he drops a paper containing the following lines:

"While the old Prex stands up,
And says his morning prayers,
We boys kneel down,
And whist beneath the chairs."

By this time some of his co-partners are detected and expelled, but our hero goes through and graduates with distinction. At the end of ten years he fails in business, with liabilities to the amount of fifty or sixty thousand: his property falls through—mostly into his own dark-lantern. Of his comrades two become wide-mouthed politicians, one a wholesale liquor dealer, one a drunkard, and one a corner-lot speculator. Not one ever earned his bread, but all but one became rich, and none ever went to prison. Yes! we must educate—our children must be educated or they will be ruined!

These are the results of a bad beginning. Our world is filled with dishonesty and all manner of corruption, which principally arises from evil seed sown in childhood. We need in school proper religious instruction, obedience to God. But this is not what we are aiming at in these remarks. We need there wisdom to control—to check the growth of weeds, thorns, and briers, and to cultivate the principles of honesty and industry. We want prudence to secure willing obedience to just rules and a love of study. If children in their first years of schooling secure this cheerful obedience, and love of study, and industrious habits, they have then a fortune that can not be estimated. Yet it is a common notion among us that anything can teach the A B C, and the country is searched for cheap saplings—mere youth, who have not passed their home-sick days—to take truly the most important and responsible position that God allows human beings to occupy. And our school system permits and actually fosters such a state of things, and we have men who stand up here and spend their breath to perpetuate it. Town Superintendents, as they are situated, can not secure a reform—their hands are tied—they have no means of conference, and can have no concert of action. Every township is a city of refuge. If a superintendent of one town pursues a teacher, he flees to another, and is sure of acceptance. In reference to the arguments presented by the speaker at our last meeting, I have little to say. That Ohio superintendent so sadly victimized, is doubtless dead ere this, and perhaps many a town superintendent of Wisconsin, as what was said of one, was equally applicable to the other.

The whole argument was aimed at a system only in name, like the one proposed for us. In this proposed system the superintendents have four leading duties:

1. To attend the general State session; to lay plans for the immediate

and uniform elevation of schools; and to prepare themselves to pursue a uniform and most approved method of imparting normal instruction.

2. To examine and license teachers.

3. To hold institutes to instruct teachers in the science and art of teaching.

4. To visit schools to learn their wants, and the character and general success of teachers, and report progress.

Meeting adjourned without date. REPORTER.

COMMUNICATIONS IN SCHOOL.

BEAVERDAM, *June 28th*, 1858.

FRIEND CRAIG:—According to promise I send you my plan of suppressing communications in a school-room. I have tried it several times, and it works every time like a charm. I have now a daily attendance of from 65 to 70 scholars, and not a whisper, without liberty, from one weeks end to another. The best, and, in fact, the only way, I ever succeeded in suppressing communications, is as follows:

The first day I make no rules whatever. The second morning I give a short lecture on the duties of teacher and scholars, then make my rules, which are very few, the first of which is "Every one mind his own business," implicit obedience to which I insist on. Secondly, I forbid communications of any kind whatever, and give my reasons. At night, before I dismiss school, I take the name of each pupil on a piece of paper, and read each name aloud, and inquire how many times he or she has communicated during the day, and set it opposite their names, this I do each night. At 10 and 11-20' A.M., I give a general whispering time of two minutes each, the same at 2 and 3-20' P.M., at no other time is a scholar permitted to leave his seat. To catch all offenders I encourage scholars to tell on each other, on the same principle that if I knew of a man stealing a horse or other property, it is my duty to inform on him for others protection. As a penalty for disobedience, I either prohibit their whispering at whispering times, or detain them after school.

In order to carry out this plan, you must have a good clock in your school-room. I have had several teachers and others visit my school this summer in order to see if they could catch a whisper, but they left disappointed. It takes A LIVE TEACHER to do it though.

There are some rules which the teacher should adopt for himself, and never disobey them:

1. Always be mild and firm.

2. Never allow yourself to get angry.

3. Always teach your pupils implicit obedience the first time a command is given.

4. Never trifle with your scholars. Keep the large ones straight, and there will be no difficulty with the smaller ones.

Always remember that firmness and mildness are the great jewels in government. More anon. CHARLES CHESTER.

GIRLS' SCHOOLS.

"YE MAK' IT NOT 'WHAT IS SHE?' BUT 'WHAT HAS SHE?'"—*Scotch Proverbs.*

GRANTED that the object of school education is not to cram weak heads with knowledge, but to make strong ones, to train the faculties into full development and vigor, to give them the groove of good habit to run in—how can these objects be compassed?

By adopting means to that end alone, and by making mere acquisition of geography, history, etc., a secondary consideration to the great attainment—a good mind. The effort of the teacher should be directed *not* to the thing learned, but to the manner of learning it, or to speak more distinctly, he is not to teach grammar, history, philosophy, etc., but application, connection of ideas, and retention. The former are but the means—the oil to the lamp which the teacher kindles, and must feed cherishingly, until its light is strong, and can defy the gusts of life, and until it knows how to obtain oil for itself.

He would be a silly trainer of dogs, who should try to make good pointers and setters by shutting up pups and feeding them upon game, forcing them to swallow it too, whether they liked it or not. But do not teachers pursue that plan when they confine children in schools and stuff them with knowledge? Precisely.

Children should be taught to hunt their own game, and, like dogs, to be keen on the scent, untiring in pursuit, and brave in attack. And let them be hungry before they are fed, or their appetites are cloyed for ever.

The first power to be strengthened is Attention or Concentration. It is obviously no way to cultivate this faculty, to put a book into the hand of an idle, indifferent scholar, and bid her study, allowing her unlimited time to make up her careless mind to it. A short task should be given, and a short time to do it in. The teacher should confront his pupils with all his terrors, and also all his force of encouragement. If, in the given time, under the power of his personal influence, the task is unaccomplished by some, it is probably because they have feeble or slow minds, and it has

been impossible to them. Such should be put into a class by themselves, and a longer indulgence allowed them; but this class should be the teacher's special care, and they should always be kept under his utmost urgency to haste, not, of course, brutally, or violently, or impatiently demonstrated. Such a course would scare timid, weak souls out of all their powers, but promptness must be animatedly and encouragingly insisted upon, with a firm, untiring patience.

I would remark in passing, that the usual mode of classifying pupils is as wrong as all the rest of the common system. They take rank by attainment in knowledge and by age, whereas *power* should be the condition of advancement. Some girls of seven are quite equal in mind to others of fourteen, though they may not know so much of the usual school-books. Such young minds, however, should bear the stress of study not one-fourth part of the time which those double their age could support beneficially.

Having thus begun to command attention, the teacher should, with every week, lengthen the task without giving more time to accomplish it in. Should any scholar be refractory, and determinedly inattentive, she might be detained after study hours until she should have written out the lessons, which would thus not be utterly lost to her. This method was successfully tried in Philadelphia by a true master of the art of teaching, whose system suggested this article.* Between each stretch of this compelled attention there should be a time of utter relaxation, and then "to it again."

Such discipline, repeated frequently in the course of the morning, and recurring every day, could not fail to strengthen the power of concentration.

The next faculty to be cultivated is the memory. In order to hold on to a thing, we must first get a good grip of it. A vivid first impression is of the utmost importance to the memory. Hence the use of attention—keen and lively. A good clear idea is hard to dislodge, while one half-seized and mingled with others of more attractive quality (such as beaux, dress, etc., which, in lessons learned at home, are apt to intrude), soon slips aside, and is nowhere to be found.

That the pupil may understand that she does not learn for mere recitation, but for all futurity, the classes should be subjected to unexpected reviews at odd times, and a high degree of merit attached to the best answers. Learning by rote is useful both as a memory-strengthener and as forcing the mind to careful minuteness in attention. Some persons think this practice injurious, as tending to retard facility in expressing ideas. But readiness of speech may be cultivated by methods better adapted to that end than the common one of allowing the child to stumble along, murdering grammar, and losing its idea perpetually, in its search after words. Make her read, and relate to you, some entertaining story, and

* The late Mr. CHARLES PICOT.

she will gain more facility in an hour than in a week's stammered history lessons.

After Concentration and Retention, come Analyzation and Classification of Ideas. These should be cultivated carefully, for upon them depend a sound judgment.

How can an adult mind which, from original feebleness and long indulgence in careless habits, can neither seize a vivid idea nor retain it correctly until examined, nor analyze it, nor see its connection with morals, or its relation to circumstances—how can such a mind meet even the common-place and common-sense demands of every-day life? It must fall into fatal blunders.

Think what a pernicious mother such an uninformed woman would make, and then look about and see how many such mothers there are. Who can wonder that precocious Young America spurns such authority, and that reverence is becoming an unknown emotion to him?

Nothing is more favorable to habits of analyzation than the study of languages and the natural sciences. But it is not necessary to wait until the mind is mature enough for these pursuits. A little girl, five years of age, can be exercised in both that and combination, by sending her out to her garden and bidding her classify its flowers—not according to the system of Linnæus, of course, but by one of her own devising. She will be obliged to note distinctive characters, define differences, and search for resemblances—thereby cultivating attention, memory, judgment. Incidentally she will also gain health and cheerfulness.

When the powers of her mind have been trained by such means into full activity and development, and she enters into the battle of life—a woman—when mankind is her garden, where ideas, springs of action, and varieties of deed are her flowers for classifying, she will not be the easy dupe, the thoughtless, shameless flirt, the weak, unreasonable wife, the frivolous, undiscriminating mother. But seeing clearly, judging fairly, and knowing surely, she will have the firmness, confidence, and modesty which strength and wisdom give. She will be a rock of support to those depending upon her.—*N. Y. Independent.*

MONOGRAPH OF THE VERB.

BY S. H. CARPENTER.

The verb is a word which predicates or affirms. This affirmation or predication expresses either action, existence, or state of existence. When the affirmation expresses an action which passes to an object, the verb is

called transitive; when it expresses existence, state of existence, or an action which does not pass to an object, it is called intransitive. Therefore—

Verbs are divided into two classes with reference to their object: transitive and intransitive.

Transitive verbs predicate an action which requires an object; intransitive verbs predicate existence, state of existence, or an action which requires no object.

Verbs are divided into classes with respect to their form: regular and irregular.

Regular verbs form the indefinite past tense, by adding d or ed to the indefinite present: irregular form the indefinite past tense by a change of the present.

Auxiliary verbs are those usually used in the conjugation of other verbs. They generally want some parts, and are called defective.

To verbs belong voice, mode, tense, person, and number.

Voice expresses the relation of the affirmed action to the subject.

There are two voices; the active and the passive. The active voice represents the subject as acting. The passive represents the subject as being acted upon. The passive voice consists of the verb *to be* in its modes and tenses, added to the indefinite past participle. Only transitive verbs can have the passive voice, as intransitive verbs do not affirm the action as passing either from or to the subject.

Mode expresses the manner of the assertion or predication.

Verbs have five modes: the indicative, the conjunctive, the imperative, the infinitive, and the participial.

The indicative mode predicates or affirms simply and positively. The conjunctive mode predicates or affirms in a contingent or dependant manner, and is joined to the other modes by the conjunctions *if*, *though*, *that*, *except*, *until*, and the like. The infinitive mode is the substantive form of the verb. The participial mode is the adjective form of the verb.

The conjunctive mode has three forms: the regular, the potential, and the older forms. The regular form expresses a simple contingency; the potential form expresses dependence upon a contingency; and the older form is sometimes used in place of the regular form.

Tense expresses the time of the action or affirmation.

There are three primary divisions of time: past, present, and future.

Each of these divisions of time may be expressed indefinitely, or without any regard to the time of the action except as past, present, or future This gives us three tenses: indefinite present, indefinite past, and indefinite future.

Each of the primary divisions may be expressed relatively, or with reference to some other time expressed or understood. This give us the relative present, relative past, and relative future tenses.

The action expressed by the indefinite and relative tenses, may be considered as still continuing, or as imperfect. This gives the following tenses: imperfect indefinite present, imperfect relative present, imperfect indefinite past, imperfect relative past, imperfect indefinite future, and imperfect relative future.

[We omit a more extended definition of the tenses here, as we shall be understood by the above.]

The indicative mode has all the tenses; the conjunctive mode, regular form, has all; in the potential form, the relative, and imperfect relative past tenses, and the future tenses; in the earlier form, the indefinite, and imperfect indefinite present tenses, and the imperfect indefinite past. The imperative mode has only the indefinite present. The infinitive mode has all the present tenses. The participial mode has the indefinite and relative present and the indefinite past.

The number and person of the verb express its relation to the subject; and like the subject, verbs have two numbers and three persons, corresponding to the number and person of nouns and pronouns.

CONJUGATION is an inflection of the verb to express action in the different modes and tenses, and to conform it to the number and person of its subject.

The principal parts of the verb are the indefinite present, the indefinite past indicative, and the indefinite past participle.

Paradigm of the verb *to love.*

PRINCIPAL PARTS.

love.	*loved.*	*loved.*

INDICATIVE MODE.

Indefinite present.	*I love.*
Imperfect indefinite present.	*I am loving.*
Relative present.	*I have loved.*
Imperfect relative present.	*I have been loving.*
Indefinite past.	*I loved.*
Imperfect indefinite past.	*I was loving.*
Relative past.	*I had loved.*
Imperfect relative past.	*I had been loving.*
Indefinite future.	*I shall or will love.*
Imperfect indefinite future.	*I shall be loving.*
Relative future.	*I shall have loved.*
Imperfect relative future.	*I shall have been loving.*

CONJUNCTIVE MODE—REGULAR FORM.

[Same as indicative, adding *if* to all the tenses.]

POTENTIAL FORM.

Relative past.	*I might have loved.*
Imperfect relative past.	*I might have been loving.*

Indefinite future.	*I may love.*
Imperfect indefinite future.	*I may be loving.*
Relative future.	*I might love.*
Imperfect relative future.	*I might be loving.*

EARLIER FORM.

Indefinite present.	*If I love, if thou love, etc.*
Imperfect indefinite present.	*If I be, if thou be loving.*
Imperfect indefinite past.	*If I were, if thou were loving.*

[No other tenses are generally used.

IMPERATIVE MODE.

Indefinite present.	*Love, or love thou.*

INFINITIVE MODE.

Indefinite present.	*To love.*
Imperfect indefinite present.	*To be loving.*
Relative present.	*To have loved.*
Imperfect relative present.	*To have been loving.*

PARTICIPLE MODE.

Indefinite present.	*Loving.*
Relative present.	*Having loved.*
Imperfect relative present.	*Having been loving.*
Indefinite past.	*Loved.*

[The imperfect tenses are by some made a separate conjugation, called the progressive or imperfect form.]

It will be seen that we have departed from the usual habit of writers in placing the tenses of the potential form in the past and future. It is, in such tenses, only the *contingency* which is present, the *action* always being considered as past or future. The writer would be pleased to have the peculiarities of the above discussed.

REFERENCES.

WHILE it is admitted that to him who is about to make a debut in school teaching, in any place, a testimonial of a good character and education from an academy, a college, or some popular seminary, may be of essential service, or may operate favorably to the instruction of even the *experienced* teachers, among strangers, yet the community should not regard this, as the chief, or the best, or even an *essential* reliance, concerning him who has been much engaged in teaching. Of him we may appro-

priately ask, "Needs he letters of commendation to you" from such a source? Has he not actually taught? Has he not succeeded? And is not this the best, the most *satisfactory* epistle of commendation you should require or receive?

Teaching is an *experiment*; and *practice* alone, tests the ability of the occupant of this responsible position. *Other* qualifications than character and education, are necessary in a teacher. He must be able to *govern*—to *interest*. He must love his pupils, and make them love and respect him. He must not only know what he is required to teach, but must be able to *tell* what he knows. He must have the faculty of explaining, of communicating,—in other words, must be "*apt to teach*." He must be able to read human nature, and exercise a wise discrimination as to the dispositions, feelings and abilities of his scholars. He must love his vocation, and throw his whole soul and energies into it. In fine, judgment, wisdom, patience, firmness, vigor, affection, *aptitude to teach*, besides a knowledge of the science, are among the essential endowments of a good teacher.

Now of the *debutant* in teaching, the college, the academy, can say nothing, except in regard to his moral character and education, therefore, as a *successful* teacher, the community, to whom he comes, know nothing, by this reference. That, is a matter yet to be determined by actual trial. So with the experienced teacher, if he comes among strangers with no reference, except to his education and moral character.

We say, then, let evidence of the fact of a sufficient trial in teaching and of actual and prominent success therein, be considered the *best* reference that can be brought of adaption to the calling.

MAUSTON, *July* 9, 1858. L. PERRY.

SCHOOLS IN SAUK COUNTY.

BARABOO, *July* 12*th*, 1858.

MR. EDITOR:—

* * * Up here in this "neck of woods," the people generally do not show that interest in Education which they should, and without it we know there can not be much progress. To give you an inkling of the manner in which some things are done here, since I came here, (which was nearly three years ago,) and I do not know how long before, no Superintendent of this town, (which formerly embraced 72 square miles, now 44 only), has visited a single district school of the town. They seem to

think it putting the town to an unnecessary expense, and I heard one Superintendent say that it did no good to visit schools, for the reason that, in case things did not go right, he could merely *suggest* a reform, but could not *enforce* one. Another thing, I have taught school in this neighborhood three winters,—the two last ones in the same school-house—and I have not known a district officer, or a parent, to come into the school-house to spend even an hour, only on the last day of the term, when they filled the school house, which might be turned into a left-handed compliment by the way. Another thing is, the inefficiency of teachers, which is partly attributable to the officers of the district, and partly to the town Superintendent. We had an officer who bore the last mentioned title last year, who so far as I could ascertain, did not ask a teacher a single question calculated to inform himself as to their qualifications for teaching. In some cases district officers will be influenced by the penny wise and pound foolish" policy, and engage the superintendent before hand, not to be "too hard" with those they propose hiring as teachers. These things ought not so to be.

I noticed an article from a teacher in the *Journal*, who says that communications between scholars can be stopped by any *live* teacher. So far as my own experience goes, I say so too. Since I have begun on that plan I have had no trouble in stopping them, and have used no severe measures either; and I *think* that they *can* be stopped by *any* teacher that will *try*.

W. C. T. N.

TEACHING READING.

Mr. Editor:—In perusing the *Journal* I am gratified to find that the various methods of teaching reading are being discussed. It should be one of the great designs of the *Journal* to remove, as far as possible, the numerous difficulties which beset the young pupil at the very commencement of his literary career, and that this may be attained, experienced teachers should give their views through it to its readers. I hope to see the subject more fully discussed in the present volume.

If two or more years of the pupil's time can be saved by improving upon the common A B C method, it is highly important that means should be adopted to secure that end. One method which I have used, though somewhat similar to the one mentioned by E. M. in the May Number, yet many of its features are different. I teach the child some of the most important letters (*i.e.* those which enter into the greatest number of words)

from a chart or the black-board. After six or eight are thus learned, I arrange them into words of two or three letters, and these words into short sentences, placing the letters as well as the words in every possible position, which gives the same advantage gained in reading backwards, and at the same time has the advantage of forming a sentence in each combination. But the *principal* difference is, that I use the power of the letter contained in the alphabetic name, and that only until it is fully established in the memory of the child.

Here, in my opinion, is the great defect in the present method of teaching reading. We teach the child but one power of each letter, and expect him to use all the other powers intuitively (*e.g.*, we teach him the alphabetic power of *e*, and on the very next page of his book contradict him when he pronounces *f·e·d*, etc., through the whole miserable catalogue. My great hope of a radical reformation in this matter is in the general introduction of the *phonetic* alphabet, giving a positive index to the pronunciation of every word printed in this type, which can be said of but few words in the common type, I hope to see the teachers at Portage City, on the 2d of August, prepared to assist in the organization of a State Phonetic Association, for the purpose of promoting the cause, and bringing it more fully before the people of this new and thriving State. J. M. F.

Metomen, *July* 12*th*, 1858.

SCHOOLS IN GREENBUSH.

Messrs. Editors:—In compliance with your request I will briefly state the condition of schools in this town. There are eight school districts in the town of Greenbush; each district has been at the expense of building a framed school-house, but the most of them are far from being model houses. A majority of the schools here are in a flourishing condition, and I regret that I can not report the same of all. There appears to be a decided improvement manifest in four of our schools this summer. Some of the others are doing *tolerably* well.

School district number one is now in possession of a large and commodious school-house, pleasantly situated in the beautiful village of Greenbush. This house has recently been erected, and is 36 by 48 feet, two story. The second story is designed for an academy when completed.

After being to such an enormous expense, the committee thought it advisable to have a school in but one department this summer, and hire a faithful teacher. Mr. Sweetland, of Eldorado, was selected by them, and I am happy to say that he is a zealous, competent, and experienced teache and will finish his term to the satisfaction of the entire community, which is not very often done here. Yours respectfully,

GREENBUSH, *July 13th*, 1858. N. H. ROBERTS,
Town Superintendent.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(*Continued from the July Number.*)

Q. Can the District Clerk hire any but a qualified teacher?

A. He can not, as by the law such a contract would be void; nor can he hire a teacher upon a promise to obtain a certificate, as the law expressly forbids such a course.

Q. If the district unanimously agree to hire an unqualified teacher, can they not do it?

A. If they pay him public money, or if they do not have three months' school taught by a qualified teacher, they will lose their apportionment.

Q. Can the Town Superintendent charge extras for horse hire, etc.?

A. It might be justice, in some cases, to allow extras, but the law fixes the salary of the Town Superintendent at $1 per day. If the Town Board see fit, there is nothing to prevent them for allowing for horse hire, or other extra expenses incurred.

Q. Can the same person hold the offices of Town Superintendent and Chairman of the Town Board?

A. There seems to be no express prohibition in the law against such a course; but there is a manifest impropriety in it, as the law requires the Town Superintendent to execute a bond to the Chairman of the Town Board. All town and district officers had better be kept separate from each other.

Q. Have the District Board power to prevent children, who are irregular, from attending school?

A. Irregularity should be noticed, and its ill effects explained to pupils and parents, but I very much doubt whether a teacher or a district board has the power to permanently debar children who are irregular from the privileges of school. If all cases of irregularity were wilful and malicious on the part of the children, it might be proper; but most cases of marked irregularity are owing rather to the parents, and it would be unjust to punish the children for the deeds of the parents. Moral suasion, except in rare instances, both with parent and scholar, would best accomplish the desired end

Q. Have the Board power to prevent children from attending school if they refuse or neglect to use the required text-books?

A. If parents are unable to procure the required text-books, it is the duty of the District Board to examine the case, and, if proper, to furnish the books free of charge. If, however, parents refuse, for no good reason, to keep their children properly supplied with text-books, the Board can, in its discretion, debar their children from the privileges of school, until they comply with their requirements.

Q. Have the District Board power to classify their school, and secure teachers for the several departments?

A. They have. A new law was passed by the late Legislature on this subject, elsewhere published in the *Journal.* This new law does not prevent districts from grading their schools according to the old law.

Q. In case a new district is formed from an old one, can the Chairman of the Town Board, and the Town Clerk, be called in to act with the Town Superintendent in dividing the property between the districts?

A. They can not. In forming the new district they could be called in, but the law puts the duty of adjusting the property between the districts upon the Town Superintendent alone. They might advise, however, and assist.

Q. Is it obligatory upon the Town Superintendent to set apart library money from the apportionment?

A. He may set apart, not to exceed 10 per cent of the amount appropriated by the State, but he may set apart less or more, as he sees fit.

Q. If a person presents himself before the Town Superintendent for examination, is it obligatory upon the Town Superintendent to examine him?

A. It is, and if found qualified, he must grant him a certificate.

DISTRICTS, ORGANIZATION AND ALTERATION.

Q. If a portion of one district is set into another, can either claim a division of property?

A. They can not, as the district property is not divided except when a new district is formed from organized territory.

APPORTIONMENT, ETC.

If a district has had no school since last fall, can it share in the late apportionment?

A. The apportionment made last spring was for the year ending August 31st, 1857, and whether a district is entitled to its share or not, will depend upon its acts during the year ending August 31st, 1857, and not upon its action since.

Q. Must the district expend all the money received from the State in the same year it was received?

A. No; the law is not so strict as to require this, but the intent is that the money apportioned shall aid the district in maintaining school, and not lie idle in the hands of the District Treasurer.

Q. In case a district has been divided since the last report, and before the late apportionment, is the new district entitled to any public money?

A. There is an express provision of law to the effect that if a district be divided after the annual report has been made, and before the apportionment is made, that the public money apportioned upon the report made by the old district, shall be divided between the old and new districts in proportion to the number of children in each, according to the report.

SMITH'S HISTORY OF WISCONSIN.

Q. Has the law authoring the distribution of the History of Wisconsin to the several school districts in the State, been repealed?

A. It has not; but the supply of books has been exhausted.

Compiled from the records of the Department, by

S. H. CARPENTER,

Assistant State Supt. of Public Instruction.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

(*Continued from the July Number.*)

Lord Brougham in pleading for a system of national education for England, exclaimed: "Shall we, calling ourselves the friends to human improvement, balance any longer upon some party interest, some sectarian

punctilio, or even some refined scruple, when the means are within our reach to redeem the time, and to do that which is most blessed in the sight of God, most beneficial to man? Or shall it be said, that between the claims of contending factions in Church or in State, the Legislature stands paralyzed, and puts not forth its hand to save the people placed by Providence under its care, lest offence be given to some of the knots of theologians who bewilder its ears with their noise, as they have bewildered their own brains with their controversies? Lawgivers of England! I charge ye, have a care! Let us hope for better things. Let us hope it through His might and His blessing who commanded the little children to be brought unto Him, and that none of the family of mankind should be forbidden; of him who has promised the choicest gifts of His Father's kingdom to those who in good earnest love their neighbors as themselves."

Hon. J. B. Meilleur, late Superintendent of Education for Lower Canada, thus remarks in his last annual report: "As the moral and religious department of education has become matter of discussion, and some have proposed that we should limit our teaching in our schools to the ordinary acquirements of science, without troubling ourselves with religious education, I consider it my duty to protest in this place against the fatal tendency of such a system. The aim of education is to render men perfect, and to qualify them to fulfil their duties towards God, towards their families, towards society, and towards themselves. Every system of education having a different object would be subversive of the great principles on which society is based, and without which a nation could never become strong, or great, or prosperous. Every system of national education ought to be above all, moral and religious, and without this we could not have a well, ordered society."

WASHINGTON, in his Farewell Address to the American People, has left us this noble testimony in favor of Religion and Morality: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness—these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation *desert* the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect, that a national morality can prevail in exclusion of reli-

gious principle. It is substantially true, that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric? Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."

The profound intellect of DANIEL WEBSTER was specially directed to the connection of the Bible and Christianity with educational institutions, as may be seen by the following extracts from his masterly argument in the Girard College case in the Supreme Court of the United States: "I maintain," said Webster, "that, in any institution for the instruction of youth, where the authority of God is disowned, and the duties of Christianity derided and despised, and its ministers shut out from all participation in its proceedings, there can no more be charity, true charity, found to exist, than evil can spring out of the Bible, error out of truth, or hatred and animosity come forth from the bosom of perfect love. * *

"The ground taken is, that religion is not necessary to morality; that benevolence may be insured by habit, and that all the virtues may flourish, and be safely left to the chance of flourishing, without touching the waters of the living spring of religious responsibility. With him who thinks thus, what can be the value of the Christian revelation? So the Christian world has not thought; for by that Christian world, throughout its broadest extent, it has been, and is, held as a fundamental truth, that religion is the only solid basis of morals, and that moral instruction not resting on this basis is only a building upon sand. And at what age of the Christian era have those who professed to teach the Christian religion, or believe in its authority and importonce, not insisted on the absolute necessity of inculcating its principles and its precepts upon the minds of the young? In what age, by what sect, where, when, by whom, has religious truth been excluded from the education of youth? Nowhere; never. Everywhere, and at all times, it has been, and is, regarded as essential. It is the essence, the vitality, of useful instruction. * * *

"Mr. GIRARD says that there are such a multitude of sects and such diversity of opinion, that he will exclude all religion and all its ministers, in order to keep the minds of the children free from clashing controversies. Now, does not this tend to subvert all belief in the utility of teaching the Christian religion to youth at all? Certainly, it is a broad and bold denial of such utility. To say that the evil resulting to youth from the differences of sects and creeds overbalances all the benefits which the best education can give them, what is this but to say that the branches of the tree of religious knowledge are so twisted, and twined, and commingled, and all run so much into and over each other, that there is therefore no

remedy but to lay the axe at the root of the tree itself? It means that, and nothing less! Now, if there be anything more derogatory to the Christian religion than this, I should like to know what it is. In all this we see the attack upon religion itself, made on its ministers, its institutions, and its diversities. And that is the objection urged by all the lower and more vulgar schools of infidelity throughout the world. In all these schools, called schools of Rationalism in Germany, Socialism in England, and by various other names in various countries which they infest, this is the universal cant. The first step of all these philosophical moralists and regenerators of the human race is to attack the agency through which religion and Christianity are administered to man. But in this there is nothing new or original. We find the same mode of attack and remark in Paine's 'Age of Reason.' We find the same view in Volney's Ruins of Empires.' * * *

"But this objection to the multitude and differences of sects is but the old story, the infidel argument. It is notorious that there are certain great religious truths which are admitted and believed by all Christians. All believe in the existence of a God. All believe in the immortality of the soul. All believe in the responsibility, in another world, for our conduct in this. All believe in the divine authority of the New Testament. Dr. Paley says that a single word from the New Testament shuts up the mouth of human questioning, and excludes all human reasoning. And can not all these great truths be taught to children without their minds being perplexed with clashing doctrines and sectarian controversies? Most certainly they can * * *

"But, it is asked, what could Mr. Girard have done? He could have done as has been done in Lombardy by the Emperor of Austria, as my learned friend has informed us, where, on a large scale, the principle is established of teaching the elementary principles of the Christian religion, of enforcing human duties by divine obligation, and carefully abstaining in all cases, from interfering with sects or the inculcation of sectarian doctrines. How have they done in the schools of New England? There, as far as I am acquainted with them, the great elements of Christian truth are taught in every school. The Scriptures are read, their authority taught and enforced, their evidence explained, and prayers usually offered.

"The truth is, that those who really value Christianity, and believe in its importance, not only to the spiritual welfare of man, but to the safety and prosperity of human society, rejoice that in its revelations and its teachings there is so much which mounts above controversy, and stands on universal acknowledgment. While many things about it are disputed or are dark, they still plainly see its foundation and its main pillars; and they behold in it a sacred structure, rising up to the heavens. They wish

its general principles, and all its great truths, to be spread over the whole earth. But those who do not value Christianity, nor believe in its importance to society or individuals, cavil about sects and schisms, and ring monotonous changes upon the shallow and so often refuted objections founded on alleged variety of discordant creeds and clashing doctrines."

Nearly all our Legislative Assemblies, and successive sessions of Congress, have, from Colonial days to the present, so far recognized a superintending Providence as to open their daily sessions with prayer. What could be more befitting both teacher and scholars, in their arduous and important avocations, than to unite, at the commencement of their daily toils, in reading a portion of the Sacred Scriptures, repeating the memorable prayer of our Lord and Saviour, or otherwise humbly invoking the blessings of the Most High!

"At the meeting of the first Congress," says Webster, "there was a doubt in the minds of many, of the propriety of opening the session with prayer; and the reason assigned was, as here, the great diversity of opinion and religious belief. At length Mr. Samuel Adams, with the gray hairs hanging about his shoulders, and with an impressive venerableness now seldom to be met with (I suppose owing to the difference of habits), rose in that assembly, and with the air of a perfect Puritan, said that it did not become men, professing to be Christian men, who had come together for solemn deliberation in the hour of their extremity, to say that there was so wide a difference in their religious belief, that they could not, as one man, bow the knee in prayer to the Almighty, whose advice and assistance they hoped to obtain. Independent as he was, and an enemy to all prelacy as he was known to be, he moved that the Rev. Mr. Duche, of the Episcopal Church, should address the Throne of Grace in prayer. And John Adams, in a letter to his wife, says that he never saw a more moving spectacle. Mr. Duche read the Episcopal service of the Church of England, and then, as if moved by the occasion, he broke out into extemporaneous prayer. And those men, who were then about to resort to force to obtain their rights, were moved to tears; and floods of tears, Mr. Adams says, ran down the cheeks of the pacific Quakers who formed part of that most interesting assembly. Depend upon it, where there is a spirit of Christianity, there is a spirit which rises above forms, above ceremonies, independent of sect or creed, and the controversies of clashing doctrines."

(*To be Continued.*)

Home Department.

THE TEACHER'S REWARD.

H—— was a stubborn, willful, stupid lad—people said so—his parents told him so. He was taught to believe it, and was treated as such by his teachers. He expected and provoked a flogging the first day of each term; his mates looked for it as a matter of course. He was hard-hearted, insolent, and aggressive to his fellows, and thoroughly hated by them all. The girls of the school all feared him, and to only *one* did he yield the homage of a kind look or word. He pelted the rest unrelentingly with snow-balls, tripped them as they passed him, and made himself generally obnoxious. Occasional gleams of sunlight were seen to issue from among the clouds of his character. They dazzled and astonished all. The winter of 18— came. The old school-house at the corners had been repaired—had received its twenty-fifth annual scouring and scrubbing by the buxom maids of the district; circular pieces of tin had been nailed over the knot-holes, the windows had been repaired with putty and fragments of glass from the windows of the house of the ruling trustee, who charged the district with money paid for good glass, and replaced the fragments from his own window with the glass purchased for the district. The house had been "banked" high, new legs had been inserted where missing, in the high hemlock slab seats, and loose ones wedged, a new broom had been purchased, and a new tin cup. Old Uncle Seth Slipshod had newly bottomed the chair, a huge piece of chalk was in possession of the trustee's eldest daughter, who would have the distinguished honor of formally presenting it to the new, young, and handsome school-master (not the writer), who had been hired at twelve dollars per month, and said trustee's daughter was duly instructed by the first trustee and his wife, to urge the teacher's acceptance of their hospitality the first week, and to "make his home there" ever after.

Monday morning, the 15th of November, came. Who ever knew the winter term of a school in the country to commence without there having been a snow storm the night before? We never did. The boys were gathered in groups about the door, exhibiting their new jnack knives,

sharpening fragrant cedar pencils, boring holes in the end of huge slate crayons, indenting the newly fallen snow with their boot-heels, and watching for "the master." "He is coming!" and he came; school was called. Our hero H——, followed the teacher closely and boldly into the house; he attracted the teacher's attention; he always was able to do so in some manner. During the first hour the teacher saw, but did not *seem* to see the maneuvers of H——. The name of each scholar had been taken, their studies and the text-books they had chosen, their proficiency investigated. H—— had chosen a seat which caused him to be last scholar questioned. In the meantime he had been studied by the teacher. His name was asked and given; given in a much more respectful manner than was expected; his text-books examined. The teacher found him a long ways behind other boys of his age. Asked him if he had never read in the "third" or "fourth reader."—"Never had." Did he like to study? "Not much." Why? "Couldn't understand it." "The teachers had explained his lessons to him?" "Tried to, but never made out much." "Other scholars understood the teacher?" "Yes, but the teacher had no patience with *him*." "But it is the teacher's duty to be patient." "Well, I am a *fool* anyway," said H——, and two large, round, glistening water-balls rolled down his brown cheeks. "Oh, no, I can convince you, you are capable of accomplishing as much as any one in this school-room, and (said the teacher in a low tone), I want to talk to you at the desk during recess." H—— was thoughtful the balance of the half day. A certain pair of blue eyes opposite his seat, looked sympathizingly and encouragingly into his own. He felt their influence. The writer cannot say how much their influence affected his successful career as a student that winter, and his after success as a man of the world. Neither can he assert that he has ceased to feel that influence.

Recess came; H—— called on the teacher. The conference was a long and earnest one. We will allow the reader to listen to some of the teacher's words to the boy.

"H——, when I first saw you this morning, I saw you were a boy of no ordinary character. I did not then know the direction of your mind, or the extent or character of its accomplishments."

"There are one or two important matters that we must mutually decide upon before we commence the winter's work.

"I want you to regard me as your friend, as well as teacher, and in both these relations I desire your confidence. You say you desire to learn, and will labor hard to do so. You *must* labor hard, and there is nothing you cannot accomplish if you will to do it, and I am sure you have the will. To do this and succeed in your studies, you must labor to secure the friendship of your associates; no one can study successfully with a bad

temper, or with any other than kind feelings towards his mates. Make your conduct and deportment such as that you may respect yourself, and others will respect you; self-respect is neccessary in *any* enterprise, and especially in self cultivetion. Remember that your mind is immortal, and that there is no limit to its purposes; that you may be all that you admire in others. But remember that you cannot, and ought not, to labor to prevent the advancement of your friends, with a view to build yourself up. He is most noble who most values the friendship, love and respect of others. An enemy is no advantage to any one, and *may* be an injury. His enmity will soon cease if he discovers it produces no effect. Hence, you should seek to do him good; your reward will come; remember it is necessary. Do not regard the student's life as one of monotonous, treadmill labor—an eking out of all your vital energies in search of some wand of fabled and versatile power. Take recreation, but do not allow it to be debasing in character. If you need exercise, take it, but let it be such as shall peril no one's friendship or person; let your whole demeanor exhibit your desire to rise, and you will find aids where you least expect them, where they were unlooked for—friends among those who hated you, and happiness to which you are a stranger."

Much more was said by the teacher, but we have given an index of its character. There was a new light burning in the eye of H——; its dark, earnest depths revealed a purpose—a worthy resolve. There was no more exemplary and studious scholar in that school during that term. We cannot give space to tracing the path of H—— during the years that have intervened since then.

Two weeks ago the student and teacher met again. Years had elapsed since they had seen each other. The teacher holds a high place in the gift of the people, and given him by the *people*, not by *party*. The pupil is a responsible officer in a wealthy corporation, and his name is well known as a capitalist.

"Sir, I owe to your kindness, discretion, and capacity as a teacher, all I am or can ever hope to be. I shall never forget the circumstances which proved the turning point in my life—which gave me my present position instead of a desperado's name and fate. I have learnnd the responsibilty of the teacher, and how great his power to harm, or do good. It is sadly under estimated. I shall never forget the lesson of love you taught me; I trust I have profited by it. Children are not taught it enough, either by precept or example, by parent or teacher."

This was the testimony of the PUPIL. The TEACHER has his reward.—*Emery's Journal of Agriculture.*

"NOW I LAY ME DOWN TO SLEEP."

"Now I lay me down to sleep,
I pray the Lord my soul to keep.
If I should die before I wake,
I pray the Lord my soul to take."

WHO are you, man or woman, for whom this prayer has not old, sweet associations; who, hearing its words, hear not, too, the "memory bells" ringing up from the golden plains of your childhood, and feel not the soft gales from the morning land of your life sweeping over your soul.

You may be a man now, in the pride and strength of your years; you may have carved out for yourself an honorable name and destiny in this world—mayhap you are the owner of broad lands and proud homes, and your heart has grown hard in its battle with the world.

But stop a moment, and listen to this little verse, so simple that the merest babe who learns to lisp the words can comprehend them, so grand in its sublime significance and faith that the wisest sage shall only have learned fully the true lesson of life when his soul can utter them as it uttered them in his infancy.

Let's see! how many years ago was it! twenty, thirty, forty; no matter, at the old sound of "Now I lay me," they have all rolled back their massive doors, and you go down through them to the old red one-story house, where your life first took on its morning. You see the little window on the right side, close under the rafters; ah! you slept sounder slumber, and dreamed sweeter dreams in that old garret, than you ever have in your lofty chambers, with the gilded ceilings, and snowy draperies; and what matter if your bed was a straw one, and your coverlet made of red and yellow "patches" of calico, you never snuggled down so contentedly under your spring mattresses and Marseilles counterpanes.

"Now I lay me;" how softly sleep would come and weigh down your eye-lids, as you repeated the words after *her;* ah! you can hear her very tones now, stealing across your heart, though it is so many, many years since death silenced them; and you feel, too, the soft touch of her hand on your pillow, and the tender lingering of her kiss on your lips—you break down here, proud man as you are, the memory of your mother is more than you can bear. If she had only lived, you would not be what you are now; but, blessed be God, she left you something holy and blessed beyond all naming; something that can not grow old nor dim, not even in the "un-

speakable brightness" beyond the shining gates—the memory of a loving, praying, Christian mother.

Reader, it may be many years since you prayed this prayer; or, alas may be that in the din and struggle of life you have forgotten to pray at all, and that night after night you have lain down on your pillow, never thinking of the shining ranks of angels that God's mercy stationed around you, or thanking him for the day and for the night.

But come back, we beseech you, come back to the old prayer of your childhood. You can not have outgrown that, no matter if your hair is frosted with the snows of life's December, and if your years are threescore-and-ten. Kneel down by your bedside, and uttering these words, see if something of the old peace and faith of your childhood does not come back to you; if something of its dew and its blessing fall not upon your slumber!

And remember that, sooner or later, you must "lie down to sleep," when this prayer will be all your soul *can* take, all that will avail of your rank, or wealth, or fame, whatsoever you most prize in this world, which is but the shadow of eternity. Ah! we shall soon pass the

"Green thresholds of our common graves,"

but this little prayer, the first, it may be, that we took upon our childish lips, shall follow us as we sail out under the solemn arches of the "River of Death"—follow us, a sweet, faint, tender air, from the shores, and when we shall cast anchor—

"The Lord our souls shall take."

MY BOY AT HOME.

On the western slope of an eastern hill
  A snow-white cottage stands;
And close beside it every year,
  When Autumn fruit expands,
There works among the ripened globes
  A pair of small brown hands.

The slender hands of a little boy,
  With clear and deep-brown eyes,
A brow on whose pure openness
  No falsehood's shadow lies;

Who there, in the Autumn's hazy light,
His busy labor plies.

I have my daily toils and cares,
Life's friction and its rust:
My heart and brain begin to feel
The city's noise and dust;
Yet I turn back to that eastern home
With holiest love and trust.

Yet when the cup I daily drink
With petty cares seems full,
When guiltily before me stand
The culprits of my school,
I think of my boy with small, brown hands,
And test the 'golden rule'.

Oh! stronger than even my sense of right
Is my earnest love for him:
I fancy him standing, trembling so,
And my eyes with tears are dim;
And I temper the just and stern decree
With mercy unto them.

He is but a child, nor knows
(Our God be thanked for this)
How much his sister's joy in life
Is resting upon his;
But she daily prays that his manhood be
Pure as his childhood is.

H. P. Y.—*Chicago Teacher.*

TWO WAYS OF TELLING THE SAME STORY.

"Jack and Gill went up the hill
To draw a pail of water;
Jack fell down and broke his crown
And Gill came tumbling after."

Two adventurous lads, one named Jack and the other Gill, ascended a steep acclivity in obedience to the request of their dear mother, taking with them an important kitchen utensil, that they might bring from the

pure fountain on the hill-top some of the sparkling water. But one of the lads had the misfortune to so far lose the control of his *understanding* as to be precipitated headlong from the summit. Sad to relate, he fractured in his fall the parietal bone of his cranium. His affectionate brother was so overcome with fright at witnessing this sad catastrophe, that he also lost both his self-possession and center of gravity, and went down with various revolutions and bewildering circumvolutions, in great speed, even against the fence at the bottom of the hill.

[A friend suggests that *Gill* was a girl, but of this we are in doubt. Perhaps some of our readers, who have determined how many children John Rodgers, the martyr, had can decide this question.]—*Rhode Island Schoolmaster.*

Mathematical Department.

In accordance with the notice in the July number, we now open our Mathematical Department, and trust to make it interesting and profitable to our readers, whether they are teachers or not, as we shall introduce a good many problems of a practical character, relating to business pursuits.

No. 1. A has a mortgage given to secure the payment of the sum of five hundred dollars as follows; one hundred dollars three years from the date of the instrument, and one hundred annually, thereafter, until the whole is paid, with annual interest from the execution of the mortgage, at the rate of seven per cent; what is said mortgage worth on the day it is made, allowing money to draw twelve per cent annual interest?

No. 2. A owes $800, payable in eight years, with annual interest at the rate of ten per cent; he wishes to pay the debt, principal and interest, in eight *equal* annual payments; how much will each payment be.

No. 3. Suppose three small circles which are all equal to each other to be drawn within and tangent to a larger circle and also tangent to each other, and suppose the tri-angular space at the center of the larger circle bounded by the three small circles to have an area equal to one acre of land, required the radii of the circles in rods.

Any person forwarding answers to problems, will please to send solutions with the answers.

School Intelligence.

We often receive letters from teachers inquiring for situations, and from school officers inquiring for teachers, and in order to aid both parties in securing what they need, we have concluded to open an Intelligence Department in the columns of the *Journal*. Short notices, stating qualifications and experience of teachers, will be inserted twice, on the receipt of the sum of fifty cents from a subscriber, or one dollar from a person not a subscriber to the *Journal*. No charge will be made for the insertion of applications from school officers for teachers.

All letters of inquiry, containing a stamp to pay return postage, will be promptly answered.

SITUATIONS WANTED.

A Lady, who has received an academic education, is a graduate of the Connecticut State Normal School, and had several terms experience in teaching, wishes to come West, and desires a situation in a union graded school, as principal of one of the departments, or assistant in the higher department. Address this office; or, Miss Ellen Sprague, Andover, Connecticut.

A Gentleman who has had several years experience in teaching district and graded schools, wishes a situation as principal. Satisfactory reference given if required. Address this office; or, J. M. Fry, Metomen, Wisconsin.

[The following notice was received too late for insertion in its proper place. Superintendents will do well to pay attention to its contents.—Ed.]

CIRCULAR TO TOWN SUPERINTENDENTS.

Madison, *July 20th*, 1858.

Dear Sir:—I send you by this mail the requisite number of blanks for the several Districts of your Town, and you will please place one in the hands of each District Clerk in good season for him to make his Annual Report to you—which the law requires to be done between the 1st and 10th days of September, so as to enable you to make your report between the 15th and 25th of September. You should impress upon district Clerks the imperious necessity of strictly complying with this requirement, as neglect and delay on their part will subject their Districts

to the loss of their School money, besides subjecting the Clerks themselves to the liabilities provided in such cases.

To report faithfully all the necessary statistics, as called for in the blanks, is a matter of the highest importance; and permit me to add, that I regard the Library statistics as second to none in the required list, as I hope to make the aggregate Library returns of the whole State a basis for pressing upon the next Legislature desirable improvement in the School Library system of the State.

If the blanks sent are not sufficient for one for each District, and for each part of a Joint District, in your Town, please write me at once, and specify the additional number wanted, with your Post Office address. If the package does not reach you within a week or ten days after the receipt of this Circular, you will please promptly advise me, that a new supply may be sent forward in season. Let their be no occasion for excuses in delay in making reports for want of blanks.

The package of blanks directed to you, as to others, is directed simply to Town Superintendent, as the names of Town Superintendents are not generally known at this Department.

Your prompt attention in securing from the District Clerks of your Town FULL and timely reports, and making your own within the time specified, will greatly subserve the interests of education. Very respectfully,

LYMAN C. DRAPER,
State Superintendent of Public Instruction.

Editorial Miscellany.

THE Sixth Annual Meeting of the State Teachers' Association will be held at Portage City, commencing on Tuesday, August 3d, at Two o'Clock, P.M.

Order of Exercises.

1. Prayer. 2. Call roll.
3. Opening address by the President, Prof. O. M. CONOVER, of the State University.
4. Report of the Executive Committee.
5. Miscellaneous Business.

EVENING.

Address by President CHAPIN, of Beloit College.

WEDNESDAY A. M.

1. Opening Exercises.
2. Miscellaneous business.
3. Essay on Normal Schools, by Rev. J. B Pradt.
5. Essay on Music in Schools, by J. W. STRONG.
6. Discussion.

P. M.

1. Miscellaneous Business.
2. Essay on Phonetics, by A. M. MAY.
3. Report of Resident Editor of *Journal*.

4. Essay by Dr. J. W. HOYT, subject:—Public Education, The Needs of the People and the Duty of the State.
5. Discussion.

EVENING.

Lecture on School Government by Prof. BATEMAN, of Jacksonville, Ill.

THURSDAY A.M.

1. Opening Exercises.
2. Miscellaneous Business.
3. Essay on Reading, by Prof. A. A. GRIFFITH.
4. Report on Revision of School Laws.
5. Essay on Teaching and Teachers, by S. E. B. GRAY.
6. Discussion.

P. M.

1. Miscellaneous Business.
2. Essay by N. G. HARVEY, subject:—The Teacher.
3. Essay on Education a Mental Possession, by S. H. CARPENTER, Assistant Superintendent of Public Instruction.
4. Essay on Gyroscope, by J. J. M. ANGHAR

EVENING.

Social Gathering.

FRIDAY A.M.

1. Opening Exercises.
2. Reports of Committees.
3. Election of Officers.
4. Resolutions, etc.
5. Closing Exercises.
6. Adjournment.

ARRANGEMENTS have been made with the Milwaukee and Mississippi Railroad, Milwaukee and Watertown Railroad, Racine and Mississippi Railroad, and both divisions of the Chicago, St. Paul, and Fond du Lac Railroad, to carry those attending the meeting of the Association, at half-fare, *i.e.*, full fare being paid to Portage, and a certificate of attendance securing a *free* return.

By order of the Executive Committee,

JAS. W. STRONG, *Secretary.*

PHONETIC CONVENTION.—The friends of the Phonetic Reform in Wisconsin, are requested to meet in Convention at Portage City, August 2d and 3d, to form a Phonetic Association, for the encouragement and dissemination of phonetic principles, and the introduction of phonetic reading and writing into families and schools. The session of the Convention will commence on Monday, August 2d, at half-past 2 o'clock P. M.

IRA PICKARD, E. FILBROOK, A. H. HOWARD,
J. B. JILSON, A. M. MAY,—*Ex. Committee.*

THE STATE TEACHERS' ASSOCIATION.—The completed programme appears in this Number. We anticipate an interesting and profitable meeting, and trust that the teachers of the State will generally make it a point to attend. Independent of the personal benefit to be derived there is an obligation resting upon every teacher to assist in securing the objects which such associations seek to accomplish.

It is ungenerous and selfish to appropriate the benefits accruing from the elevation of the

teacher's profession, and the increased compensation consequent thereupon, and not share the labor necessary to secure such elevation. Come to the Association.

ILLINOIS STATE NORMAL SCHOOL.—Emery's *Journal of Agriculture* of July 8th, contains a very favorable report of the condition of the Normal School, and an extended account of the annual examination, which took place June 3d and July 1st. Prof. Hovey and his assistants are highly commended, and the institution pronounced a decided success. When shall we have a similar establishment in Wisconsin?

DEAR SIR:—At a meeting of the Teachers of Racine, the following preamble and resolutions were unanimously adopted, expressive of their regard for Mrs. M'MYNN:

Whereas, God, "who doeth all things well," in his inscrutable wisdom, has removed Mrs. ELLA W. M'MYNN from our band by death;

Therefore Resolved, That while we bow in submission to His will, we feel deeply grieved at the loss of one in whose character was such a beautiful combination of *gentleness* with *firmness*, *meekness*, and an earnest *Christian devotion* to her life-work, as has rendered her an ornament to her profession, and endeared her to the hearts of all who knew her.

Resolved, That we will listen to the voice of God's providence speaking to us in this admonitory event, and quietly yield our saddened hearts to the discipline designed to be given: and although we shall miss her cheering counsel as a friend, and see no more of her living excellence as a teacher, yet will we keep the bright picture of her example in our minds, and bind her lovely, ennobling virtues to our hearts.

Resolved, That we tender our warmest and kindest sympathies to the companion of the deceased, who is stricken down like a strong oak by the powerful blast, and whose heart is now bleeding with the wound which death has made by tearing from its very center the most loved treasure of earth.

Resolved, That copies of these resolutions be sent to the press of this city, and to the *Wisconsin Journal of Education*, for publication; also, that a copy of the same be sent to Mr. McMYNN, and to the relatives of the deceased. A. C. LYON, *Secretary*.

KENOSHA HIGH SCHOOL.—Mr. Leander Stone has been chosen temporary principal of Kenosha Public High School, to fill the vacancy occasioned by the resignation of Mr. Conant. If Mr. Stone should be continued in this position, we believe no one would complain.—*Kenosha Times.*

Literary Notices.

Racine Public Schools, Report of the Board of Education.

A neat looking, well-get-up pamphlet, of between eighty and ninety pages, comprising the report of the late City Superintendent, Rev. O. O. Stearns, the report of the Principal of the High School, Mr. J. G. M'Mynn, and an Appendix containing the course of study pursued in the schools, a list of teacher's employed since 1852, By-Laws and Regulations of the Board, etc. We shall make copious extracts from its interesting pages hereafter.

The Atlantic for August is on our table, and from a hasty glance at its contents, we judge it to be a very interesting Number.

Emerson and Putnam for July has a new face, and is filled with valuable and interesting matter.

THE

Wisconsin Journal of Education.

VOL. III. SEPTEMBER, 1858. NO. 3

THE TEACHER AS A MAN.

In urging the importance of education to the teacher, there is a too common tendency to look simply at the wants of the pupil, and hence to regard the teacher too exclusively as an instructor. Yet that success of the pupil, at which you aim in providing for his wants, is not properly the object of the first consideration. Make it as important as you will, there must ever stand before it, the success of the teacher himself. For unless our teachers are successful, there can be no true or solid prosperity for our schools, or for those dependent on them for their education.

The best success of the teacher, however, does not rest solely upon his education; that is upon his proficiency in science, or his skill in his immediate art. It depends, in a by no means unimportant part, on his talents and acquirements in quite another direction. It depends—and the multitude wholly overlook this—not only upon what he is as an instructor, but upon what he is as a member of society, as a man. Hence, in whatever you propose for him, you are to look to the teacher, not only as an instructor, but as a man.

The requisites to the best success of the teacher as a man, while involving a variety of details, may be included under one general maxim. Said a gifted, but—unfortunately for himself and the world—not a great man, when speaking of himself and his kind,

> "I stood
> Among them, but not of them."

The perfect opposite, as he was, to what every true and great teacher must be, this language, as characteristic of him, may suggest in its opposite, that which should be characteristic of the teacher. Strike out that

frigid, and false, and foul negation, and let it read as the utterance of the teacher,

"I stand
"Among them, and *one* of them."

The general maxim then, taken in its parts, embraces, first, this injunction, "Be above them." But beware of confounding this with what seems to be the maxim of some, namely, "feel yourself above them." The difference between them is just this, in the latter the fact sinks as the feeling rises, while in the former the conscious feeling grows more and more subdued, as the actual superiority becomes dominant. Guarding yourself against this most fatal of errors, steadfastly labor to obey the true injunction, "Be above them." You owe it to yourself, both as a man and a teacher, to be, in all that pertains to the truest taste and breeding, in advance of those around you. You should always, as you move onward in either the isolation of personal matters, or the contacts of business, or the blendings of society, discover yourself—without yourself discovering it—to be in cultivation, as a man, something more and better than others. Never, through either an inward groveling or an outward scheming, sink yourself, or allow yourself to remain sunk, to the ordinary level of society. It will add nothing either to your influence, or to the regard of others for you.

The general maxim embraces, second, the injunction, "Be among them." This injunction, as you will see, attacks every thing like a scholastic or sensitive seclusion from society. It is sometimes the case, that from an undue devotion to *books*—for it is rarely a true and proper studiousness—the teacher is led to withdraw himself from a just and genial intercourse with men. The same result may grow out of a blameless, but yet excessive sensibility, which, from the pain of past abrasions, and the fear of future ones, occasions an involuntary shrinking and recoiling from the rough contact of society. And yet to neither of these secluding influences should the teacher yield. You owe it to your position as an instructor, and to your very nature as a man, to seek, enjoy, and improve society, as far as you can, without neglecting your business; and if you are systematic and resolute, you can, within the limit of this last restriction, accomplish much more in the direction of an intelligent, genial, and well-regulated mingling among men, than you may at first suppose practicable. Besides owing it to yourself, remember also that you can do little with men, or for men, except as you are recognized and regarded as among them.

The general maxim embraces, last, the injunction, "Be one of them." This, however, must not be understood as demanding your connection and co-operation in that, which among men, is either false or frivolous. It is only opposed to a phlegmatic or morose lack of sympathy for the affairs of others. It bids you guard against a cold or sour withdrawment from the things which concern, interest, or agitate your fellows. You yourself

have your need of a foreign interest and sympathy; your own perfect growth requires both the reception of its genial influences, and the active exercise of its life-giving and life-blessing virtue; your own prosperity and power among men depend upon the living evidence you give the world, that it has a true, and generous, and genial hold upon your sympathies. It becomes you, therefore, to judiciously yet sedulously cultivate a fellow-feeling for your kind.

The general maxim which is to govern you as a man, may then be given in full, thus, "Be above them, and yet both among them and of them."—*New York Teacher.* F. S. J.

THE SCHOOL SYSTEM OF BASLE, IN SWITZERLAND.—No I.

BY DR. AUG. KURSTEINER.

THAT education in this utilitarian and progressive age, in a free and growing country, where the young generation are expected to take in time their different and truly important places as citizens of an enlightened community, must necessarily be extended not only to a few elect, but to the masses, to the people in general, is an incontestable fact. A goodly number of the older States of this Union have gone forward with energetic zeal in the cause of education so as to shine as commendable examples in the sphere of school systems and various methods of instruction. The younger States follow their footsteps with evergrowing interest, and try to adapt their educational principles to the actual requirements of a fast increasing population, and to the wants of the times.

In all ages the wants for the education of the youthful members of any community have been more or less felt, but only in more modern times the all-powerful cry has pervaded the enlightened nations to offer to the rising generation such advantages for their mental and moral cultivation as would enable them to take their stations in any of the branches of human occupation. Different ways for obtaining a happy result in this great question have been taken in different countries, and thus it may be interesting to some of the readers of the *Journal* to read a few remarks concerning the educational systems of other lands and places. I will therefore try to delineate, in a few sketches, the school system of the old City of Basle in Switzerland; but treating upon the proposed subject, I feel necessitated to make a few preliminary remarks about the town itself.

Basle is situated on the extreme northwest corner of Switzerland; the river Rhine divides the city into two parts. It was founded by the Romans, who built there a fort to defend their conquests against the Ger-

man tribes. It changed masters a number of times, till in the mediæval ages the warlike bishops ruled it, and retained the reins of the government in their hands in spite of the endeavors of a seditious nobility, not willing to yield to any supremacy either spiritual or secular. As in antiquity among the Eastern nations, learning and erudition were found almost exclusively among the priesthood, so in the Middle Ages you find the same principle followed, because the clergy kept the key of knowledge hidden within their own corporation, in order that the people might be prevented from opening that sacred shrine, from gaining wisdom, and from awakening to the consciousness of their own power to shake off the yoke of absolutism and mental servitude.

The bishops of Basle, and their suborninate clergy, took the first step in laying the foundation stone for the educational system of the city. With the Reformation the absolute power in matters of education was wrung from the hands of the priesthood, and the people seeing in the public schools a mighty interest at stake, took the reins of government in their own hands, and the democratic principle in education, was still confirmed by the accession of Basle and its district to the Swiss Republican Confederation. Without stopping to enumerate the details of the progression in school matters, I will discuss the present system of education of the city.

The prevailing principle is that of universal education; there is no distinction between rich and poor, high and low; the children of the poor wood-cutter may sit on the same seat with those of the millionaire; the children of all citizens stand on the same level at school, and so all are offered the same privileges.

The schools are arranged according to the system of gradation, and education begins in the earliest stages of infancy. At the tender age of three years children of both sexes are sent to the primary schools, which do not stand under the control of any other persons than the good and kind-hearted school-mistress, who instructs the little ones in spelling, reading, writing, and the first principle of arithmetic and geography. A great importance also is attached to committing to memory short verses and small pieces of poetry with rhymes, since a child's conception is stronger than his discerning and reasoning faculties. There are many of these schools scattered over the city, and they enjoy a good patronage from rich and poor, as the fees are trifling. In this way the children become impregnated with the first ideas of discipline, are kept out of mischief at home, and have a good opportunity for spending their time profitably. Many parents in this country would have serious objections against submitting their children so early in life to the influence of a teacher, and taking away from them, in some degree, the care of a tender parent. Yet it is certainly a great truth, that the earlier in youth the mind of man is occupied with useful things, the better will it be for the formation of his future character, and perhaps of his whole career in life. At the same time it may be said, that though perfect order reigns in the school-room, severe disci-

pline is excluded, the rod is not felt, but gentleness and kindness rule the day. The children remain about five hours at school, Saturdays excepted, when three hours in the morning are thought sufficient: the time in the forenoon is fixed from eight o'clock till eleven, and in the afternoon from two to four. The children recite in divisions, the youngest and oldest being separated, because the instruction they receive somewhat differs in form. To create ambition among the pupils, at the end of each month places are assigned to them, the first place being the reward for the one who behaved the best, and learned his or her lessons with the greatest care during that time; testimonials, also, of behavior, and progress of the scholars, are sent monthly to their parents. To this end the teacher keeps a record of the good and bad marks the pupil has deserved during the month; and there is no child that will run home with more joyous alacrity, and will present with a sunnier smile to his mother, the testimonials of his good behavior and steady application, than a member of these primary schools furnished with good testimonials. It is well to remark here that parents take a vital interest in the training even of their youngest offspring, and a beneficial home influence is felt throughout all these primary schools. Teachers and parents walk hand in hand, and scatter flowers of love over the path of innocent childhood, impressing the tender minds with the necessity of taking upon themselves duties to perform, and of submitting their volition to a will restraining their own. Thus the little children are early taught to obey and to look up with respectful eyes to a superior, who watches over the flock as a watchful sheperdess, whose task it is not only to try and instill some principles of knowledge into the young minds, but also, and perhaps mainly, to occupy the children in a manner useful and appropriate for their age and sex.

When children have arrived at the age of five or six years, they become members of the schools of the communities, similar to the ward schools in this country. The city is divided into four communities or wards; each ward having a main church and school-house. The school-houses are large, and have ample accommodations for the reception of the children. From this period of life the sexes are instructed separately, the boys and girls having their own departments. The pupil remains in the ward school two or three years, certainly two, as he has to finish the course of the two classes, each course lasting one year. The course is prescribed by the council of education, which has executive power. The teachers are mostly gentlemen, yet also ladies, with the necessary qualifications, are employed, especially for the female department; the boys stand only under the control of male teachers. In these ward schools the severe training so characteristic of the Swiss and German educational system, takes its beginning. The studies pursued are those that are called here "English branches," yet much more weight and virtue, than in this country, is laid upon history and geography. The pupils have their rank according to their behavior and their progress, and the monthly testimonial tells the correct story of the improvement made by the ward scholar during this

period of time. These testimonials are to be endorsed by the parents or guardians, and to be brought back to the teacher, who keeps them in his care. They have a square form, and are divided into columns, as they must serve for six months, the name of the month is written at the left margin of the document, and the number of good or bad marks the pupil has deserved during that month inserted under the different headings. At the end of half a year all the marks are summed up, and the pupil who has the most marks of diligence and good behavior, will rank the first; the four best scholars are rewarded with prizes, consisting of books. The examinations that occur each half year, are public, and rather strict, since a pupil who has not the necessary qualifications to progress into a higher section of his class, or into a higher class, is not allowed to be promoted, but is kept in his department till he is qualified to take his seat in a more advanced section.

School hours are every day from eight till eleven A.M., and from two to four P.M., except Saturdays, when the exercises are not continued in the afternoon. School is begun with a short prayer by the teacher, when all the pupils rise, and it is closed in the same way; the Bible is not read. The classes recite, generally, one full hour, rarely only thirty minutes, and after the lesson, which was given to the scholars for study at home, has been recited, the lesson for the next recitation is prepared, that is explained by the teacher; thus the task of the pupil is made easier, and he will be able to undertake more studies. It is not the case that all the studies the pupil pursues occur every day, they come often on alternate days, and some only twice a week; the variety of study stimulates the young minds much more than an eternal sameness, which makes it often move not unlike a machine. It is an important feature in the system of these ward schools that especially the memory is acted upon. Yet the study of mathematics, whereof algebra, even in its simplest forms, is excluded, begins to sharpen the intellect, and to bring into activity the reasoning powers; mental arithmetic, therefore, is one of the main studies. Loud reading, to form and strengthen the voice, is another and peculiar feature of the instruction, and connected therewith on the first principles of vocal music. Many persons in this country are often astonished that the Swiss and Germans are musical in so high a degree; is it to be wondered at, when the rudiments of that noble and civilizing art, music, are instilled into the mind at the moment of life when the rosebud is trying to unfetter itself from its leafy surroundings? Yet with mental improvement is connected corporal development, as gymnastic exercises, adapted to the tender age of the scholars, are an obligatory pursuit; only deformity and constitutional weakness serve as excuses for not participating in those youthful sports. Thus we see not weakly emaciated and pale little forms, wander to the school-house, but you might predict a healthy and vigorous race on perceiving ruddy boys and girls bending with elastic step their way to their common resort of mental training.

WATERTOWN SCHOOLS.

EDITOR JOURNAL:—In compliance with your request, I will endeavor to furnish you a few items of interest respecting the public schools of this city.

They are on the Union Graded Plan, and have been in operation two years under this system. Three grades have been established, viz.: High School, Intermediate, and Primary. Of the highest grade there is one school which has been under the charge of the writer, with one assistant, ever since its organization. There are two intermediate schools, one on either side of Rock River, and each provided with two competent teachers. The number of primary schools is six, one of which is furnished with two teachers; the reminder with one each. In all there are fourteen teachers; some of whom are very well qualified for the posts they occupy, earnest and zealous in their work, and doing something to elevate and improve the schools under their care. All of the number are not of this superior class, but a very manifest improvement has taken place during the two last years, which is to be attributed in part to the late Superintendent, through whose efforts the salaries and qualifications have been raised, and thus the poorer teachers have been superseeded by a better class; and in part to the influence of the weekly teachers' meetings, which have been highly serviceable in promoting concert of action among the teachers, in affording them an opportunity to compare views, and discuss modes of teaching, and in stimulating them to study. Until a recent date these meetings were well attended, but for some weeks past they have been neglected by a majority of the teachers. This is owing, mainly, to the change of superintendent, which took place at the annual election in May. The former excellent superintendent, C. B. Skinner, Esq., refusing to be a candidate for re-election. C. R. Gill, Esq., was appointed. One of the first acts of this new functionary was to discourage the teacher's meetings. He professed not to see their utility (which profession undoubtedly was sincere) and recommended that they be held less frequently, mainly for the purpose of communication with him. His next movement was, in conjunction with certain members of the Board, to expel the Bible from the schools, in which, however, they failed. The Board passed a resolution prohibiting the reading of the Bible, and all forms of prayer in the public schools of this city; but the teachers uniformly refused to comply with such an arbitrary, unjust rule. They regarded it as an unwarrantable assumption of power on the part of the Board, and consequently as not binding. Moreover, it was carried when there was not a full Board, without previous discussion or notice of introduction having been given, and was in opposition to the views of our patrons. At the teachers' meetings we were repeatedly menaced with expulsion for non-compliance. These men-

aces, together with the fact that the meetings were discountenanced by the Superintendent, soon destroyed all the interest formerly felt in them, and caused most of the teachers to abandon them. Probably they will not flourish under the present administration, unless the teachers, sufficiently awake to their importance to attend them, although under the ban of the Superintendent.

At present he, with his co-adjutors, are zealously laboring to effect a reduction of salaries, for the purpose of driving away those teachers, obnoxious to them, by reason of the decided stand they took with reference to the Bible question. They have partially succeeded. The salary of the Principal of the High School has been reduced to $500. The present Principal refuses to remain any longer for such an inadequate compensation. Should any of his fellow-teachers be desirous of teaching for such a pittance, they had better make application at once for the situation.

Such are some of the discouragements with which Watertown teachers have to contend at present, but this state of things can not exist long. The Board will soon discover its mistake, and the community will demand a return to a more liberal line of policy. W. C. S.

FITCHBURG SCHOOLS.

Mr. Editor:—The people of Fitchburg in this county, interested in common schools, got up a celebration and pic-nic dinner, both of which passed off very pleasantly, at True's Grove, on Saturday, 24th inst. Notwithstanding the hurry of rural affairs at this season, some 700, old and young, were in attendance, among whom some thirteen different district schools were represented. A portion of the schools took part in the exercises, by singing, declaiming, and reading, in a manner highly creditable to themselves and their teachers.

Addresses were made by John R. Baltezell, a young lawyer of this city, Rev. Mr. Gough, of Chicago, and other gentlemen present. Miller's Cornet Band added their fine music to the other entertainments of the occasion.

Much praise is due the good people of Fitchburg, Mr. W. C. Young, their Town Superintendent, and their accomplished and faithful teachers, for the success which crowned this affair, and which is abundantly attendant upon their schools.

If there are 700 persons, more or less, elsewhere, among your readers, who wish to enjoy themselves while accomplishing a good end in a good way, let them "Go and do likewise."

Madison, *July 26th*, 1858.

NORMAL SCHOOLS.

MUCH is written, and more said, in this progressive age, concerning the utility of normal schools. Many regarding teaching as a profession, think special preparation for the duties of that profession as necessary as for any other. They hold that a teacher should thoroughly prepare himself for his occupation as well as the divine, doctor, or lawyer.

This view is the correct one; but that normal schools should be established for the purpose of affording teachers this special preparation, seems absurd. Normal schools are intended to teach the best method of conveying instruction, the correct manner of governing a school, in short, to furnish a person with that knowledge which can only be learned by *practice.*

It is true, divines, doctors, and lawyers, and all members of the learned professions often take a regular college course, and after that spend two years in schools devoted to their professions. But is it for the purpose of learning the best manner of practicing, or only to obtain a thorough knowledge of the subject matter? Certainly the latter. The students in law schools may get up moot-courts and sham suits, and the medical student may try his skill in curing the diseases of some dumb brutes; but such practice is of very little benefit, and is not the great object of such schools. The principal design is to give the student a thorough knowledge of the subject-matter of each profession, and if ever he become a great practitioner, it will be by actual practice.

Teachers are best prepared for their profession in a similar manner. They must first become thoroughly acquainted with the subjects they are to teach. For this purpose they may take a college course, and then give a special attention to the subjects which they intend to teach, until they understand them in every particular, but the best manner of teaching can only be obtained by actual *experience* in the school-room. No two schools can be managed just alike. No theory will apply to all schools. Any practical teacher may be greatly benefitted by visiting the schools of others. He can observe the manner in which his fellow teachers convey instruction, and if he notices any new plan, he can try it in his own school. If the new method appears to give his pupils a clearer view of the subject than the manner formerly employed, he can adopt it. If not, he can reject it.

It is of great advantage for practical teachers to assemble and relate their experience and success in different modes of teaching. All will get new ideas at each meeting, and will obtain more knowledge of the theory and practice of teaching than they would by attending a normal school for a long time.

A normal department has been in operation in connection with the State University during the summer term each year for three years, and I learn from the July Number of the *Journal* that $14,520 have been distributed among several colleges and academies in this State for the purpose of establishing normal departments. Unless they prove of more benefit than the normal department connected with the State University, the money is literally thrown away, or, at least, would have been expended much more beneficially in holding teachers' institutes in different localities in the State, where practical teachers might assemble and relate their experience and discuss the different methods of teaching. E. M.

TO PARENTS.

I WISH to call your attention to one fact: that interfering with the teacher's discipline for preserving punctuality not only does injustice to him, but has a very deleterious influence on the school, and also founds a principle of non-obedience to your own injunctions, and diminishes their estimate of the importance of regular habits. To explain, take the instance of tardiness. You say, "My children will always be punctual, unless necessarily detained, and I do not think it a just requirement." Did it ever occur to you that all children are not as honest as yours? that the dishonest seek extenuation from the liberty given the honest? Your boy goes late, and you give him an excuse which you desire to serve for the term, viz.: "He will always be punctual if possible." Let the teacher accept this general excuse, and the next time your boy is tardy, he takes his seat, under the observation of the school, without rendering the usual account. Every heedless and dishonest scholar says to himself, "I won't bring an excuse next time." He comes tardy. "Where is your excuse, sir?" "I have none; you let so-and-so take his seat without one—why not me?" Thus the teacher is pricked with the sharp horn of a dilemma, and must prevaricate to retain his dignity.

How much trouble would have been saved by complying with the teacher's wishes! But why make this ado about punctuality? Because its importance is daily and hourly forced upon our observation. Show me a lad punctual at every roll-call—starts the moment a recitation is called, with quick but quiet step and brightening eye, and you show one that is always prepared for every question, and eager to drink in every observation and explanation.

Again, take one who has no regard to discipline. He is indifferent to

noble incentives—tardy in the morning—tardy at noon—tardy at recitation; throws down his books and slate with a clatter; is laughing, or looking another way when questioned; in fact, is a troublesome character generally. Of these two examples, the latter will probably become an indolent and worthless fellow; the former an honest, capable, and trustworthy citizen.

Judge you, now, which course you would prefer for your boy. If you wish him to be a spoiled child, an ungovernable youth and worthless man, let him go and come when he chooses, reproach the teacher before him for not overlooking his faults, and take him out of school because he will not do it. If, on the contrary, you wish him to be an honor to you, take an interest in his progress—teach him to make his wishes subservient to the regulations of the school, and implant in his mind the importance of obedience, punctuality, and assiduity.—*Illinois Teacher.*

IMPROPRIETIES OF SPEECH.

We often hear persons speak of "*an* use," "*an* union," etc. As properly might they say "an year." When *u* at the beginning of a word has the sound of *yoo*, we must treat it as a consonant, and use *a* instead of *an* before it. So in the word *one*, the vowel sound is preceeded by the consonant sound of *w*, as if it were *wun;* and we might as properly say "*an* wonder," as say "such *an* one." Before words commencing with *h* silent, *an* must be used; as "*an* hour," "*an* honest man," etc. Before words commencing with *h* aspirated we use *a;* as "*a* hope," "*a* high hill," "*a* humble cot," etc. Do we aspirate the *h* in *humble*? Yes. So say Webster and the most modern authorities.

It is a common mistake to speak of a disagreeable *effluvia*. The word is *effluvium* in the singular, and *effluvia* is the plural. A similar form should be observed with *automaton*, *arcanum*, *erratum*, *phenomenon*, *alluvium*, and several other words which are less frequently used, and which change the *um* or *on* into *a* to form the plural. In *memorandum* and *encomium*, usage has made it allowable to form the plural in the ordinary way, by the addition of *s*. We may say either *memorandums* or *memoranda*, *encomiums* or *encomia*. A man, who should have known better, remarked, the other day, "I found but one *errata* in the book." *Erratum*, he should have said; one erra*tum*, two or more erra*ta*.

There is an awkwardness of speech prevalent among all classes of American society in such sentences as the following: "He quitted his horse and

got *on to* a stage-coach;" "He jumped from the counter *on to* the floor; "She laid it *on to* a dish;" "I threw it *on to* the fire." Why use two prepositions where one would be quite as explicit, and far more elegant? Nobody, in the present day, would think of saying, "He came up to the city *for* to go to the exhibition," because the preposition *for* would be an awkward superfluity; so is *to* in the examples given. There are some situations, however, in which the two prepositions may with propriety be employed, though they are never indispensable; "I accompanied such a one to Bridgeport, and then walked *on to* Fairfield." But here *two* motions are implied, the walking onward and the reaching of a certain point.

There seems to be a natural tendency to deal in redundance of prepositions. Many people talk of "continuing *on*." I should be glad to be informed in what other direction it would be possible to *continue*.

It is illiterate to put the preposition *of* after the adverb *off;* as "the sat-in measured twelve yards before I cut this piece *off of* it; "the fruit was gathered *off of* that tree;" "he fell *off of* the scaffolding."

There is an inaccuracy connected with the use of the disjunctive conjunctions *or* and *nor* by persons who speak in the following manner: "Henry or John *are* to go to lecture;" "His son or his nephew *have* since put in *their* claim;" "Neither one nor the other *have* the least chance of success." The conjunctions disjunctive *or* and *nor* separate the objects in sense, as the conjunction copulative *unites* them; and as, by the use of the former, the things stand forth separately and singly to the comprehension, the verb or pronoun must be rendered in the singular number also; as, "Henry or John *is* to go to the lecture; "His son or his nephew *has* put in *his* claim;" "Neither one nor the other *has* the least chance of success."

Many people improperly substitute the disjunctive *but* for the comparative *than;* as, "The mind no sooner entertains any proposition, *but* it presently hastens to some hypothesis to bottom it on."—*Locke.* "No other resource *but* this was allowed him;" "My behavior," says she, "has, I fear, been the death of a man who had no other fault *but* that of loving me too much."—*Spectator.*

Sometimes a relative pronoun is used instead of a conjunction, in such sentences as the following: "I do not know but *what* I shall go to New York to-morrow;" instead of "I do not know but that," etc.

Never say "cut it in half;" for this you can not do, unless you could annihilate one half. You may "cut it in two," or "cut it in halves," or "cut it through," or "divide it;" but no human ability will enable you to *cut it in half.*

There are speakers who are *too refined* to use the past (or perfect) participle of the verbs "to drink," "to run," "to begin," etc., and substitute the *imperfect tense:* thus, instead of saying, "I have *drunk*," "He has *run*," "They have *begun*," they say "I have *drank*," "He has *ran*," "They have *began*," etc. Some of the dictionaries tolerate *drank* as a

past participle; but *drunk* is unquestionably correct English. Probably it is from an unpleasant association with the word *drunk* that modern refinement has changed it to *drank*.

It is very easy to mistake the nominative when another noun comes between it and the verb, which is frequently the case in the use of the indefinite and distributive pronouns; as, "One of those houses *were* sold last week;" "Each of the daughters *are* to have a separate share;" "Every tree in those plantations *have* been injured by the storm;" "Either of the children *are* at liberty to claim it." Here, it will be perceived, that the pronouns "one," "each," "every," "either," are the true nominatives to the verbs; but the intervening noun in the plural number, in each sentence, deludes the ear; and the speaker, without reflection, renders the verb in the plural instead of the singular number. The same error is often committed when no second noun appears to plead an apology for the fault, as, "Every body has a right to look after *their* own interest;" "Either *are* at liberty to claim it." This is the effect of pure carelessness.

There is another very common error, the reverse of that last mentioned, which is that of rendering the adjective pronoun in the *plural* number instead of the singular, in such sentences as the following: "*These* kind of entertainments are not conducive to general improvement;" "*Those* sort of experiments are often dangerous. This error seems to orginate in the habit which people insensibly acquire of supposing the prominent noun in the sentence (such as "entertainments" or "experiments") to be the noun qualified by the adjective "these" or "those;" instead of which, it is "kind," "sort," or any word of that description *immediately following* the adjective which should be so qualified, and the adjective must be made to agree with it in the singular number. We confess it is not so agreeable to the ear to say "*This* kind of entertainments," "*That* sort of experiments," but it would be easy to give the sentence a different form, and say "Entertainments of this kind;" "Experiments of that sort;" by which the requisitions of grammar would be satisfied, and those of euphony, too.

Whatever is worth doing, is worth doing well. If our native language is worth studying, it is worth speaking well. *Youth* is the time for forming correct habits of speech.—*English Journal of Education.*

ADMIRABLE USE OF A MAGNET.—A smith in Brighton, England, while forging a piece of iron, felt something strike his eye, and subsequently feeling great pain, he went to Dr. King, in Palace Street, who discovered that a piece of iron had embedded itself in the ball of the eye. After vainly endeavoring to extract it in the usual way, Dr. King thought of a powerful magnet which he had. He applied it to the eye, and was rejoiced at finding the piece of iron instantly removed. It was as large as a grain of wheat.

Superintendent's Department.

TEXT BOOKS RECOMMENDED.

In this age of improved text-books, it is no pleasant task to commend one book, or series of school books, as superior to all others of the kind. Yet it is one of the obligations imposed by law on the State Superintendent—"it shall be his duty to recommend the introduction of the most approved text books, and, as far as practicable, to secure a uniformity in the use of text books in the common schools throughout the State." "The Board in each district shall have power, *under the advice of the Superintendent of Public Instruction*, to determine what school and text books shall be used in the several branches taught in the school of such district." The law, then, makes it the "duty of the State Superintendent to *recommend*" while "the power of determining what school and text books shall be used," is vested in the District Board, under the advice of the State Superintendent. It is a further duty of the State Superintendent to *secure*, as far as practicable, a uniformity in the use of text books throughout the State. How all this can be effected, is not so easily determined. It would be folly for the State Superintendent to recommend text books, and endeavor to secure a uniformity in their use, if the District Boards have full power to determine this matter for themselves. And if the four thousand District Boards in this State, have full control of this subject, and can select what text books they please, how can a uniformity by any possibility be secured? But this power on the part of the District Boards is plainly limited; they can only determine under the advice or recommendation of the State Superintendent. To meet this view of the case, and leave the district boards some latitude, two kinds of text books upon the principal branches taught, are respectfully recommended in the following list.

Other series of Readers are regarded as good—Tower's, Sargeant's, Town & Holbrook's, Sander's and Lovell's; but after a careful examination of the merits of all, and consultation with several of the prominent educators of the State, preference is given to Parker & Watson's New Series of National Readers, and McGuffey's Eclectic Educational Series.

When different text books from those here recommended are at present

in use, a sudden change might not be desirable; but as soon as the old supply is worn out, and sooner if the district will sanction it, let the proper change be made, for the proficiency of the scholars will greatly depend upon their having the best text books extant.

Spellers & Readers.—National Series.
McGuffey's Series.
Moral Instruction.—The Bible—Cowdery's Moral Lessons.
Grammars.—Green's First Lessons.
" Elements of English Grammar.
" Analysis.
Clark's Grammar.
Geographies.—Monteith & M'Nally's Series.
Warren's Geography.
" Physical Geography;
Mathematics.—Davies' Arithmetics and Algebras.
Ray's " "
Stoddard's Intellectual Arithmetic.
Colburn's (Prof. D. B.) Arithmetic and its Applications.
Davies' Higher Mathematics.
Composition, etc.—Brookfield's First Book.
Quackenboss' First Lessons
M'Elligott's Analyzer.
Speakers.—Northend's Little Speaker.
" American Speaker.
Zachos' New Speaker.
Book-keeping.—Mayhew's Practical System.
Fulton and Eastman's Book-keeping.
Histories.—Lossing's Primary U.S. History.
" Pictorial " for schools.
Willson's Outlines of General History.
Willard's Universal History.
Outline Maps.—Pelton's—Mitchell's.
Drawing.—Coe's Drawing Cards.
Ottis' Drawing Books of Animals and Landscapes.
Government.—Sheppard's Constitutional Text Book.
Philosophy, etc.—Parker's Philosophy.
Well's Philosophy.
" Science of Common Things.
Peterson's Familiar Science.
Chemistry.—Porter's First Book of Chemistry.
" Principles of "
Youman's Class Book of Chemistry.

Botany.—Wood's First Lessons.
" Class Book.
Gray's Botanical Text Book.
Astronomy.—Kiddle's Manual.
Geology.—Hitchcock's.
Physiology, Hygiene, etc.—Loomis' Physiology.
Mrs. Porter's Know Thyself.
Cutter's Physiologies.
Zoology.—Mrs. Redfield's Chart of the Animal Kingdom.
" " Zoological Science.
Music.—Bradbury's Young Melodist.
" School Singer.
Reference Books.—Webster's Dictionaries.
Lippincott's Pronouncing Gazetteer of the World.
" Gazetteer of the United States.
School Architecture.—Barnard's School Architecture, or contributions to the improvement of School Houses in the United States.—$2.
Barnard's Practical Illustrations of the principles of School Architecture—an abridgement of the preceeding—50c.
The School Teachers' Library is eminently worthy of the attention of all Educators; the series consists of
Northend's Teacher and Parent.
Page's Theory and Practice of Teaching.
Mansfield, on American Education.
De Tocqueville's American Institutions.
Davies' Logic of Mathematics.
Mayhew, on Universal Education.
Root, on School Amusements.

LYMAN C. DRAPER, *Supt. of Public Instruction.*

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

(*Continued from the August Number.*)

How replete with practical wisdom and good sense were the remarks of the illustrious Franklin, in the Federal Convention for the formation of our Constitution, pleading for prayer at the opening of each daily session:

"Groping, as it were in the dark," said Franklin, "to find political truth, and scarce able to distinguish it when presented to us, how has it happened, Sir, that we have not hitherto once thought of humbly applying to the Father of Lights, to illuminate our understandings? In the beginning of the contest with Great Britain, when we were sensible of danger, we had daily prayer in this room for the Divine protection. Our prayers, Sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor. To that kind Providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. And have we now forgotten that powerful friend? Or do we imagine that we no longer need his assistance? I have lived Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—*that God governs in the affairs of men.*"

In discussing a subject of this character, many other high authorities might easily be cited in favor of the use of the Bible, and of moral and religious instruction in public schools, and of the peculiar propriety of opening their daily sessions with prayer—and all this without necessarily having the least connection with sectarianism. Enough, I trust, on these points, has already been adduced. With the weighty opinions of a Washington, a Franklin, an Adams, a Brougham, a Webster, a Stowe, and a Mann, among Protestants, and of a Guizot, and a Meilleur, among the enlightened educators of Catholic countries, together with the almost universal experience of this country, with my own personal observation of nearly forty years, I am unwilling to believe that any other than the happiest results would be likely to follow a discreet, unsectarian use of the Bible in public schools, the inculcation of moral duties and obligations, and the opening of daily sessions of school with prayer.

A recognition of God as ruling in the affairs of men is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin. Christianity is every where incorporated in the law of the land. It is recognized by Congress and by State Legislatures, and by the laws they enact, as well as by all our Courts of Judicature. The recognition of the Christian Sabbath, and of the religious obligation of oaths, the incorporation of so many of the laws of God, as recorded in the Bible, into the fundamental laws of the land, and the universal respect paid to religion and religious observances, all tend to prove that the silent, yet all-powerful influences of Christianity are indissolubly interwoven in our laws, and pervade all classes of society. That *God governs in the affairs of men*, was the deep conviction of the eminent philosopher Franklin; and in every thoughtful human heart there is an intuitive acquiescence in the truth of this profound remark.

"There is nothing," says Webster, "that we look for with more certainty than this general principle, that Christianity is part of the law of the land. This was the case among the Puritans of New England, the Episcopalians of the Southern States, the Pennsylvania Quakers, the Baptists, the mass of the followers of Whitfield and Wesley, and the Presbyterians; all brought, and all adopted this great truth, and have sustained it. And where there is any religious sentiment among men at all, this sentiment incorporates itself with the law. *Every thing declares it.* The massive cathedral of the Catholic; the Episcopalian church, with its lofty spire pointing heavenward; the plain temple of the Quaker; the log church of the hardy pioneer of the wilderness; the mementoes and memorials around and about us; the consecrated grave-yards, their tomb-stones and epitaphs, their silent vaults, their mouldering contents; all attest it. *The dead prove it as well as the living.* The generations that are gone before speak to it, and pronounce it from the tomb. We feel it. All, all, proclaim that Christianity, general, tolerant Christianity, Christianity independent of sects and parties, that Christianity to which the sword and fagot are unknown, general, tolerant Christianity, is the law of the land."

If it be true, then, that Christianity pervades all the ramifications of society, why should we wish alone to exclude it from the nurseries of education? It has been decided by the Vice-Chancellor, in the highest court of England, that "COURTS OF EQUITY, IN THIS COUNTRY, WILL NOT SANCTION ANY SYSTEM OF EDUCATION IN WHICH RELIGION IS NOT INCLUDED." Franklin said to Paine, when advising against the publication of his infidel works, "*Don't unchange the tiger!* If men are so bad with all the restraining influences of the Christian religion, what would they be without them!" A prominent secular newspaper of our country, the New York *Courier & Inquirer*, recently remarked: "It will not be denied by any man, whether religious or otherwise, that the effect of personal religion upon the individual—and as a necessary result upon society, which is but an aggregation of individuals—is in the highest degree happy, important, and desirable. In the allaying of unruly passions, the amelioration of selfishness, the uprooting of immorality and vice, the security of life and property, the steadying of trade, the increase of industry—all these upon motives far higher and more reliable than any mercenary ones—its advantages are palpable, and are admitted on every side."

(*To be Continued.*)

It is reported that the great comet of Charles V., has made its appearance and will soon be visible to the naked eye.

NOTICE TO TOWN SUPERINTENDENTS.

THE School Laws will be sent by express to the Clerks of the Board of Supervisors of the following counties, viz.:

Adams, Bad Ax, Brown, Buffalo, Calumet, Columbia, Crawford, Dodge, Fond du Lac, Grant, Green, Iowa, Juneau, Kenosha, La Crosse, LaFayette, Manitowoc, Marquette (and Green Lake with Marquette), Milwaukee, Monroe, Outagamie, Ozaukee, Pepin, Pierce, Racine, Richland, Rock, St. Croix, Sauk, Sheboygan, Trempeleau, Walworth, Washington, Waukesha, Winnebago; and all counties not enumerated above by mail. Town Superintendents will, therefore, apply to the clerks of their respective counties for packages addressed to them. It is expected that the Laws will be ready for distribution during the month of September.

S. H. CARPENTER,
Assistant State Supt. of Public Instruction.

TO TOWN SUPERINTENDENTS.

IT will be necessary, in order to ensure the receipt of the *Educational Journal*, that Town Superintendents furnish the Editor, A. J. Craig, Esq., with a list of the newly elected District Clerks as soon as possible after the annual meetings, together with their post-office address.

☞ *Be particular to give County, Town, and Post-Office.*

S. H. CARPENTER,
Assistant State Superintendent.

IN the list of Recommended Books, *M'Guffey's Electic Speaker* was unintentionally omitted. S. H. C.

WISCONSIN STATE TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE SIXTH ANNUAL MEETING.

THE "Wisconsin State Teachers' Association" commenced its Sixth Annual Meeting at Portage City, Columbia County, on Tuesday, August 3d, 1858, Prof. O. M. Conover, of Madison, officiating as President, and Jas. W. Strong, of Beloit, as Secretary.

At half-past two o'clock P.M., the exercises were opened with prayer by Rev. H. V. Train, of Portage. W. C. Sanford, of Watertown, was elected Assistant Secretary: after which the President of the Association, Prof. O. M. Conover, delivered the opening address. Subject: "A Perfect School System."

Messrs. A. J. Craig, G. J. Cox, G. F. Richardson, and D. Y. Kilgore, were appointed to enrol the names of those in attendance upon the Association. The article of the constitution prescribing the conditions of membership, was then read, and also the records of the last annual meeting, which were approved.

The Association voted to defer the address of Pres. Chapin, of Beloit College, which had been announced for Tuesday Evening, until half-past ten o'clock on Wednesday Morning, and to accept the invitation extended by Mr. Priem to attend a concert to be given under his direction, by the citizens of Portage.

Upon motion the President appointed A. Pickett, of Horicon, J. C. Pickard, of Madison, and Isaac Johnson, of Janesville, Committee on Resolutions.

Adjourned to eight o'clock on Wednesday Morning.

WEDNESDAY, SECOND DAY—Morning Session.

The morning session was opened with prayer by Rev. J. B. Pradt, of Sheboygan.

After the reading and approval of the minutes of the preceding session, J. G. M'Mynn, Treasurer of the Association, presented the following report, which was referred to a select committee, consisting of A. J. Craig, N. G. Harvey, and B. C. Rogers:

STATE TEACHERS' ASSOCIATION, *in account with* J. G. M'Mynn. *Dr.*

August 22, 1856.	To order paid,	6	10
— 26, —	" "	20	00
August 18, 1857,	" "	25	00
—	" "	24	50
August 15, 1857,	" "	5	00
August 4, 1858.	" "	35	00
—	" "	2	00
—	" "	5	00
		$122	60

Cr.

By amount received of Secretary, 1856,	58	00
" " E. Hodges,	30	00
" " Secretary, 1857,	57	00
" " " 1858,	33	00
	$178	00
Balance in Treasury,	$55	40

RACINE, *August 5th*, 1858. JNO. G. M'MYNN, *Treasurer.*

The committee made the following report:

The undersigned committee appointed by the Association to examine the Treasurer's account, hereby certify that they find credit given for all money received, and proper vouchers and receipts on file for all money paid out.

A. J CRAIG, } *Committee.*
B. C. ROGERS, }

Upon motion of J. B. Pradt, the Chair appointed Miss M. C. Osgood, of Milwaukee, and Mrs. H. S. Zoller, of Portage, additional members of the Committee on Resolutions.

A. Pickett, of Horicon, Chairman of the Committee on "Revision of the School Laws," presented a report which was accepted.

Rev. J. B. Pradt, of Sheboygan, read an essay on "Normal Schools."

Upon motion the Association then marched in procession to the Presbyterian Church, where, after prayer by Rev. Dr. Savage, of Carroll College, Rev. A. L. Chapin, D.D., Pres. of Beloit College, delivered an address upon "The True End of the Work of Education, and the Reciprocal Relations of its Several Departments."

Adjourned to 2 o'clock P.M.

WEDNESDAY—Afternoon Session.

J. L. Pickard, of Platteville, A. Pickett, of Horicon, and J. E. Munger, of Oshkosh, were appointed a committee to nominate officers for the ensuing year, and also committee on "honorary members."

W. C. Sanford, of Watertown, moved that a committee of three be appointed to nominate Editors for the *Journal of Education* for the ensuing year.—Adopted, and G. J. Cox, of Portage, I. Johnson, of Janesville, and J. F. Smith, of Madison, were appointed.

Isaac Johnson presented the following resolution, which was adopted:

"*Resolved*—That a committee of three be appointed by the chair to prepare an address to the patrons of the schools throughout the State, upon the subject of Education, and the same be sent to each newspaper and journal of the State with a request for publication"

Upon motion of J. W. Strong, of Beloit, the committee on nomination of Editors was increased to five, and L. Stone, of Kenosha, and J. M. Fry, of Metomen, were added.

J. M. Fry moved that an invitation be extended to the "Musical Association" and "Quartette Club" of Portage, to furnish Music at the future sessions of this meeting of the Association—Adopted.

S. H. Carpenter, Assistant Superintendent of Public Instruction, then read an Essay upon "Education, a Mental Possession."

A. M. May, of Ripon, read an Essay upon *Phonetics.*

Upon motion of J. W. Strong, D. Y. Kilgore, G. F. Richardson, and S. T. Lockwood, were appointed a committee to recommend a place for holding the next annual meeting of the Association.

Adjourned to 8 o'clock on Thursday Morning.

(In the evening, Prof. N. Bateman, of Jacksonville, Ill., delivered an Address before the Association, upon "School Government." The exercises of the evening were enlivened by Music from the Quartette Club.)

THURSDAY, THIRD DAY—Morning Session.

J. F. Smith, of Madison, opened the morning exercises with prayer. Minutes of the preceding day read and approved.

The Committee on nomination of Editors for the Journal of Education, reported as "Editorial Committee" for the ensuing year: A. J. Craig, Palmyra; J. B. Pradt, Sheboygan; J. L Pickard, Platteville; Jno. G. McMynn, Racine; Levi Cass, Janesville; A. Pickett, Horicon; O. M. Connover, Madison; Miss H. A Everts, Milwaukee, and Miss E. L. Bissell, of Hartford. Report accepted and the committee discharged. J. B. Pradt moved that the Editorial Committee be enlarged by the addition of three ladies. Adopted, and upon motion of J. W. Strong, the committee just discharged were re-appointed, and instructed to report the additional names. Accordingly, Miss E. B. Lowber, of Janesville, Mrs. H. S. Zoller, of Portage,

and Miss. M. A. Roberts, of Whitewater, were added to the Editorial Committee, and the Report thus amended, was adopted.

Upon Motion, J. M. Fry and Miss L. O. Cowden were appointed a committee to obtain subscribers for the *Journal*.

J. J. M. Angear, of Berlin, then exhibited his *Gyroscopic Orrery*, explaining its principles and utility.

After Music from the Quartette Club, J. W. Strong, of Beloit, read an Essay upon "Vocal Music in Common Schools.

The subject of the Essay was then discussed by J, F. Clark, S. H. Carpenter, L. Stone, J. G. McMynn and others.

The following resolution was introduced by I. Johnson, of Janesville, and adopted:

Resolved, That the sentiments of the essay read by J. W. Strong, of Beloit, meet with the hearty approval of this Association, and we hereby request its publication in the "Journal of Education."

I. S. Hascall, of Delton, offered the following:

Resolved That as teachers we will endeavor to introduce the practice of vocal music into the schools with which we are associated, if it has not already been introduced." Adopted.

J. L. Pickard, of Platteville, then introduced the following resolutions:

Whereas, He whose ways are not as our ways, has removed from this Association a valuable member; from the State an enlightened Christian teacher, and from our Brother McMynn a loving and beloved companion, Mrs. Ella W. McMynn, therefore,

Resolved, That while we deeply mourn with those who mourn, we would desire to bow in submission to the will of God.

Resolved, That we tender to our brother McMynn our heartfelt sympathies in these his hours of sadness.

Resolved, That a copy of these resolution be presented Jno. G. McMynn, and another furnished to the papers of Racine."

After remarks by J. L. Pickard, A. J. Craig, and L. Stone, the above resolutions were adopted unanimously by a rising vote.

Adjourned to 2 o'clock, P. M.

THURSDAY—Afternoon Session.

By request, A. Pickett offered the following resolution:

"*Resolved*, That a Committee of three be appointed by the Chair to present the best system of marking, or school-record, and, through the "Journal of Education," present instruction to the educating public upon this difficult subject."

Adopted, and D. Y. Kilgore, of Madison, L. F. Sykes, of Racine, and W. C. Sandford, of Watertown, were appointed said Committee.

Jerome Starr, of Sun Prairie introduced the following, which was adopted:

"*Resolved*, That the introduction of the Natural Sciences, with their appropriate illustrations, into our common schools, should be encouraged."

Upon motion, the report on "Revision of the School Laws" was taken up for discussion. After remarks by D. Y. Kilgore, A. Pickett, J. G. McMynn, and others, upon the first topic in the report, viz.: "Attendance at School," a substitute was proposed by J. G. McMynn, and adopted.

(The whole report, as finally amended and adopted, will be given in the proceedings of Friday morning.)

Further discussion was then postponed, and Prof. J. W. Hoyt, of Madison, read an essay upon "*Public Education: The needs of the People, and the duty of the State.*"

The Editorial Committee, through their Chairman, presented the following report:

"The Editorial Committee are gratified to be able to present so favorable a report of the condition of the *Journal* at the close of a year of so much financial embarrassment, and would express their approbation of its management under the superintendence of Mr. Craig, to whom much credit is due.

"We still hope that pledges made in good faith last year, will yet be redeemed. Meantime we would urge upon all teachers present, the importance of lending a helping hand in this time of crippled resources. Respectfully submitted,

J. L. PICKARD,
Chairman of Ed. Com."

The Resident Editor of the *Wisconsin Journal of Education*, respectfully submits the following report to the Editorial Committee, exhibiting receipts and expenditures for Vol. 2, being for the year ending June 1st, 1858.

"As Mr. J. G. M'Mynn had the management of the first quarter of Vol. 2 of the *Journal*, I give from the books an abstract of his account up to October last.

WISCONSIN JOURNAL OF EDUCATION, *in account with* J. G. M'MYNN.

1858, Sept.	To amount paid C. S. Boynton for binding July, August, and September Nos. of Vol. 2,	*Dr.* 71	00
—	To amount paid Col. Frank for services as Assistant Editor,	100	00
—	To amount paid Carswell, Harrison, & Co., for printing July, August, and September Nos.,	455	97
—	To expense account,	11	68
—	To amount paid A. J. Craig on settlement and transfer of *Journal*,	151	13
		$789	78
		Cr.	
—	By balance on hand from Vol. 1,	279	28
—	By amount received from State on 1st quarter of Vol. 1,	425	00
—	By amount received on subscriptions,	85	50
		$789	78

WISCONSIN JOURNAL OF EDUCATION, *in account with* A. J. CRAIG,

		Dr.	
1858, June 1st.	To amount paid J. A. Harrison & Co., for printing,	262	79
—	To amount paid C. S. Boynton for binding October, November, and December Nos.,	66	00
—	To amount paid J. G. M'Mynn for Col. Frank,	50	00
—	To amount paid E. Terry & Co. for paper,	9	11
—	To amount paid Noonan & M'Nab,	10	00
—	To expense account,	53	50
—	To amount paid Wright & Newcomb for paper,	160	00
—	To amount paid Atwood & Rublee for paper, printing, and binding,	1090	00
—	To balance on hand,	396	43
		$2097	83
		Cr.	
—	By amount received of J. G. M'Mynn,	151	13
—	" " on State subscription,	1375	00
—	" " on individual subscription,	167	25
—	" " for advertising,	404	30
		$2097	83

MADISON, *August 1st*, 1858. A. J. CRAIG.

The above report was accepted.

Adjourned to 8 o'clock Friday Morning.

(In the evening there was a social gathering of members of the Association and citizens of Portage, at the Hall, at which the "Musical Association" and the "Quartette Club" were present.)

FRIDAY, FOURTH DAY—Morning Session.

The session was opened with prayer by J. L. Pickard, of Platteville.

D. Y. Kilgore, chairman of committee on place of next annual meeting, presented a report which, upon motion of J. G. M'Mynn, was received and referred to the Executive Committee, with power to determine both time and place of the next meeting.

D. Y. Kilgore introduced the following resolutions, which were unanimously adopted:

"*Whereas*, We are called upon, in the Providence of God, to mourn the loss of an esteemed member of this Association, in the death of Miss Kate S. Wright, of Madison—*therefore*,

"*Resolved*, That we tender our cordial sympathy to the friends of the deceased.

"*Resolved*, That the Secretary be instructed to forward a copy of these resolutions to David H. Wright, Esq., of Madison.

The committee on nomination of officers, then made a report, which was accepted, and upon motion the Association proceeded to an election, with the following result; I. Johnson, and S. T. Lockwood acting as tellers:

President—A. PICKETT, Horicon.

Vice-Presidents.

J. E. MUNGER, Oshkosh. T. C. BARDEN, Portage. W. C. SANFORD, Watertown.

Secretary—JAMES W. STRONG, Beloit.

Treasurer—J. C. PICKARD, Madison.

Counselors.

J. B. PRADT, Sheboygan. A. J. CRAIG, Palmyra. I. JOHNSON, Janesville.
S. T. LOCKWOOD, Burlington. A. M. MAY, Ripon.

The President announced, as the committee to prepare an address to the friends of education in the State, J. L. Pickard, of Platteville, Isaac Johnson, of Janesville, and L. Stone of Kenosha.

J. L. Pickard offered the following resolution, which was adopted:

"*Resolved*, That this Association heartily endorse the sentiments expressed in the letter of the Hon. L. C. Draper, State Superintendent of Public Instruction, relative to the use of the Bible in schools."

J. G. M'Mynn moved that all members of the Association who propose to attend the meeting of the National Teacher's Association, to be held at Cincinatti, August 11th instant, be appointed delegates, and that credentials be furnished by the Secretary. Adopted.

The Chairman of the Committee on Resolutions then introduced the following, which were adopted:

"*Resolved*, That to the Committee of Reception, for their unwearied attentions—to the citizens of Portage, who have manifested so deep an interest in the objects of this Association, by opening at once their homes and hearts to give us a generous welcome, and by their general attendance upon all its exercises—to the "Quartette Glee Club," of this city, for their repeated favors, which have contributed so much to the pleasure of our meetings—to Mr. Priem, who has added to our enjoyment by generously inviting us to attend his concert—to Mr. Vandercook, who has gratuitously opened his commodious hall for our meetings, and to the proprietors of omnibus lines, who have waited upon us free of charge, the sincere and hearty thanks of the Association be presented, with the hope that our meeting here may serve to give an additional impulse to the cause of education in this town, and with the assurance that we shall ever carry with us the memory of this fair city, and of the whole-hearted hospitality of its citizens."

"*Resolved*, That as friends of progress in the cause of education, we recommend to educators a careful examination of the merits of Phonotopy, as a means of facilitating the acquirement of the art of reading the common type in our primary schools."

"*Resolved*, That this Association recognize in the *Wisconsin Journal of Education*, a very

important auxiliary in the cause of education, and that we regard it the duty of teachers, and friends of education generally, to seek for it a wider circulation."

"*Resolved*, That the thanks of the Association are due Mr. A. J. Craig, the Resident Editor, whose zeal and untiring labor have so prosperously carried it through a year of so much financial embarrassment."

"*Resolved*, That the thanks of this Association are due, and are hereby presented, to President Chapin, of Beloit College, and Prof. Bateman, of Illinois, for their able and instructive addresses; and to the Essayists, who have so promptly and creditably performed the duties assigned; and that copies of the Addresses and Essays be requested for publication in the *Journal*"

"*Resolved*, That the Executive Committee be instructed to make provision, when practicable for vocal or instrumental music as a part of the regular exercises of the future meetings of this Association."

"*Whereas*, The different Railroad Companies of this State, with the exception of the La Crosse & Milwaukee Co., and the Milwaukee and Horicon Co., have shown their appreciation of the value of popular education by granting free passes to the members of this Association on their return to their homes from this Annual Meeting, *therefore*,

"*Resolved*, That the thanks of this Association be given to the different Railroad Co.'s, with the exceptions above mentioned, and that a copy of this resolution be forwarded to the Superintendents." Adopted unanimously.

The thanks of the Association were given to J. J. M. Angear, for his exhibition of the "Gyrascopic Orrery."

The Committee on Honorary Members reported, and the following named persons were elected honorary members of the Association:

Prof. N. Bateman, of Jacksonville, Ill.; A. W. Randall, L. C. Draper, S. H. Carpenter, J. W. Hoyt, of Madison; M. M. Davis, A. B. Alden, L. W. Barden, J. F. Clark, of Portage City.

The report of the Committee on "Revision of the School Laws," as amended, was adopted as follows:

Report .. post p 129

I.—Attendance at School.

1. The school law should be so amended as to allow the School Board to prohibit the attendance of children less than six years of age, when, in their opinion, the interests of the school and of the pupils affected, may be promoted thereby.

II.—Plan of General School System.

1. *School Districts.*

1st. The common school district shall remain as heretofore, and constitute the smallest division for school purposes.

2d. The several districts belonging to any one township, village, or city, shall together constitute a single district, to be called the Union District.

3d. The State shall be divided (as far as practicable by counties) into districts containing near one hundred schools, each to be called the Superintendent District.

4th. The State shall be regarded a single district for all purposes connected with the general interests of education therein.

2. *Officers and School Boards.*

1st. The electors of each primary district shall elect annually, at the usual time, one officer to be called Director,

2d. The directors of the several primary districts of each Union District shall organize by electing from their number a president, and from the district a secretary, who shall be *ex-officio*, school inspector for his proper district; and thus organized shall constitute the Union District Board.

3d. The Inspectors of the several Union Districts of each Superintendent District, shall organize by electing from their number a president, and from the public at large a secretary, who

shall be, *ex-officio*, County Superintendent; and thus organized, shall constitute the County Board of Education.

4th. The several County Superintendents of the State shall assemble and organize by electing a Secretary, and, the State Superintendent acting as President, shall constitute the State Board of Education, of which the principal of the Normal School and Chancellor of the University, shall be, *ex-officio*, members.

3. *Special Duties of Officers, etc.*

1st. The Director shall, with few necessary exceptions, perform the same duties as heretofore.

2d. The Union District Board shall determine the number of primary districts within its proper district, the number and structure of school houses. They shall also determine the text books to be used, the amount of teachers' wages, and shall present, through their Secretary, to the Town Board of Supervisors, village Directors, or Board of city Aldermen, as the case may be, a statement of all moneys necessary to be used for school purposes.

3d. The Secretary of the Union District Board (School Inspector), shall visit monthly each school under his charge, report according to blanks prepared for the purpose, and deliver his yearly report to the proper County Superintendent. He shall also perform the financial duties now incumbent upon the Town Superintendent.

4th. Each County Board of Education shall have the general control of all educational interests pertaining to its proper district.

5th. The County Superintendent shall hold annual sessions at the call of the State Superintendent, to mutually aid each other in their duties as Superintendents, to establish and perpetuate a uniform system of the examination of teachers, of holding Teachers' Institutes, and also, to establish a system of graduate certificates, the highest of which shall be perpetual, and shall be given only by a board of examiners appointed for the purpose. The County Superintendent shall also hold Teachers' Institutes, visit each school under his charge at least twice a year, examine and license teachers, granting all grades of certificates except the highest, and shall annually report according to blanks furnished, to the State Superintendent.

6th. The State Board shall have a general control of all State schools, and the school throughout the State, and shall appoint executive committees, or regents of the State University and Normal Schools.

III.—Plan of Normal Instruction.

1st. Model instruction in a model school connected with the high schools of each town or other High School District, together with suitable encouragement to pupils who aspire to become teachers.

2d. Efforts at Self-Improvement, in Town Associations of Teachers, assembling weekly at the central school, under the direction of the Principal of the High School.

3d. Semi-annual Institutes, held under the direction of County Superintendents, and aided by the State.

4th. An Itinerant Normal faculty, who, in conjunction with the County Superintendents, shall give instruction in the Institutes.

5th. Normal Academies, furnishing a disciplinary course of instruction, but aiming especially to impart both the general and technical ability to teach.

6th. A Normal School proper, as a State Institution, and forming one of the several schools that make up a complete University.

A. J. Craig, moved that a committee of five, including those of the present committee, who are members of the Association, be appointed "to revise, compile and prepare the report of the committee on 'Revision of the School Laws,' for submission to the next Legislature."

Motion adopted, and the President announced as said committee, A. Pickett, of Horicon, J. B. Pradt, of Sheboygan, A. J. Craig, of Palmyra, D. Y. Kilgore, of Madison, and J. L. Pickard, of Platteville.

The Association then adjourned, to meet at such time and place as the Executive Committee may direct.

JAS. W. STRONG, *Sec'y.* O. M. CONOVER, *President.*
W. C. SANFORD, *Ass. Sec'y.*

Names of those in attendance upon the Association at Portage City.

Adams County.—Jas. M. Lee, of Grand Marsh; T. B Freeman, of Springfield.

Calumet County.—Mrs. Mary B. Newell, of Chilton.

Columbia County—Rev. H. V. Train, M. M. Davis, G. J. Cox, G. F. Richardson, L. Y. Jessup, M. D. D. Emery, J. F. Clark, Robert Mitchell, Volney Foster, D. J. Waters, T. C. Barden, D. Y. Gilman, J. Dean, Miss E. C. Dean, Miss M. A. St. John, Mrs. H. S. Zoller, Miss Eliza Hunter, Miss E. Waters, Miss M. S. Hoyt, Miss Mary Dempsey, Miss J. E. Swift, Miss H. M. Hand, Miss C. J. Hand, Miss Mary Turney, Miss Elizabeth Turney, of Portage City; L. D. Coombs, A. Halley, Miss J. L. Halley, Miss S. S. Smith, Miss A. A. Wheeler, of Kilburn City Parks Bronson, Miss L. A. Miller, Miss H. R. Miller, Miss J. A. Waters, of Wyocena; Miss M. L. Pomeroy, of Fall River; Miss G. M. Smith, of Ft. Winnebago; L. A. Gilbert, of Pardeville; J. F. Hand, of Rocky Run.

Dane County—O. M. Connover, E. S. Carr, J. C. Pickard, J. W. Hoyt, D. Y. Kilgore, S. H. Carpenter, J. F. Smith, C. W. Curtis, Miss E. G. Randall, Miss A. L Kilgore, Miss A. Wright, of Madison; Jerome Starr, of Sun Prairie.

Dodge County—A. Pickett, Mrs. C. M. Pickett, Miss M. J. Birge, of Horicon; N. G. Harvey W. B. Moore, J. J. Dick, W. Dunn, Miss S. A. Cowles, Miss H. M. Drown, Miss M. J. Witherell, Miss Libbie Priestley, Miss J. L. Luther, of Beaver Dam; Miss S. A. Green, of Trenton.

Grant County—J. L. Pickard, of Platteville.

Green Lake County—Daniel Thompson, of Kingston.

Fond du Lac County—J. J. M. Angear, A. M. May, Miss M. J. Adams, Miss A. C. Atwell, of Ripon; M. M. Flint, Mrs. A. A. Burdick, Miss M. J. Elkins, of Waupun; J. M. Fry, of Metomen; Miss C. A. Abercrombie, of Brandon.

Jefferson County—W. C. Sandford, Miss L. A. Rockwood, of Watertown; A. J. Craig, o Palmyra.

Juneau County—Lyman Perry, Mrs. L. B. Perry, of Mauston.

Kenosha County—Leander Stone, Mrs. H. L. Stone, of Kenosha.

Marquette County—Rev. P. Boynton, of Westfield; E. Fillbrook, of Oxford; A. Holmes, of Moundville; Miss E. M. Stratton, of Montello.

Milwaukee County—Miss H. A. Everts, Miss M. C. Osgood, Miss Hattie L. Porter, Miss S. A Greenleaf, Miss C. M. Lockwood, Miss S. M. Bishop, of Milwaukee.

Racine County—J. G. McMynn, L. F. Sykes,, S. F. Heath, of Racine; S. T. Lockwood Mrs. S. T. Lockwood, of Burlington.

Rock County—Rev. Dr. A. L. Chapin, B. C. Rogers, I. W. Strong, W. L. Griffith, Miss L. A. Carey, Miss E. B. Carey, Miss A. A Roberts, of Beloit; Isaac Johnson, Miss E. B. Lowber, of Janesville; Miss S. Carey, Miss F. Bostwick, of Turtle.

Sauk County—J. S. Hascall, of Dellton; Miss L. A. Swain, of Newport.

Sheboygan County—Rev. J. B. Pradt, of Sheboygan; Wm. P. Sweetland, of Greenbush Wm. O. Butler of Plymouth.

Walworth County—Robt. Baker, of Darien.

Washington County—G. M. West, Mrs. A. A. Thompson, Miss H. L. Thompson, Mrs. A. M. Thompson, Miss E. L. Bissell, of Hartford.

Waukesha County—Rev. Dr. Savage, of Waukesha; Miss S. J. Tobey, of Merton.

Winnebago County—J. E. Munger, Miss L. O. Cowden, Miss C. Seavey, of Oshkosh.

Illinois—Prof. M. Bateman, of Jacksonville; Geo. W. Batchelder, of Bloomington.

EDITORIAL COMMITTEE MEETING.

At a meeting of the Editorial Committee of the Wisconsin Teachers' Association, held in the City of Portage, Aug 6th, 1858, Rev. J. B. Pradt, of Sheboygan, was chosen chairman, and A. J. Craig, Secretary.

On motion of J. L. Pickard, A. J. Craig was elected Resident Editor of the Journal of Education, for the ensuing year.

Voted that the Resident Editor be authorized to continue the publication of the *Journal* on the plan pursued at present, until the next meeting of the Teachers' Association, unless events shall transpire calculated to interfere with present arrangements.

Adjourned to meet at the call of the Chairman.

A. J. CRAIG, *Secretary*. J. B. PRADT, *Chairman*.

STATE PHONETIC ASSOCIATION.

According to notice the Phonetic Convention met at Portage City on the 2d of this month, and after the usual preliminaries, and some interesting discussion, a State Phonetic Association, was formed, a Constitution adopted, and officers chosen as follows:

President—John B. Jilson, Kenosha.

Vice President—Prof. J. S. Hascall, Delton.

Secretary—Leander Stone, Kenosha.

Treasurer—Ira Pickard, Beaver Dam.

Executive Committee—Prof. J. S. Hascall, Leander Stone, Daniel P. Lane, Koshkonong; T. C. Barden, Portage City; A. H. Howard, Omro.

A Board of Local Agents or Secretaries was also appointed in various parts of the State, twenty-three in number, whose duties are to labor for the advancement of the Phonetic cause, in all suitable ways.

The object of the Association is to introduce, as speedily as possible, the Phonetic method of teaching reading in the schools and families of this State.

School Intelligence.

We often receive letters from teachers inquiring for situations, and from school officers inquiring for teachers, and in order to aid both parties in securing what they need, we have concluded to open an Intelligence Department in the columns of the *Journal*. Short notices, stating qualifications and experience of teachers,

will be inserted twice, on the receipt of the sum of fifty cents from a subscriber, or one dollar from a person not a subscriber to the *Journal*. No charge will be made for the insertion of applications from school officers for teachers.

All letters of inquiry, containing a stamp to pay return postage, will be promptly answered.

SITUATION WANTED.

A Graduate of Yale College, who had several years experience in teaching, desires a situation in a graded school, either alone or with a lady who has graduated from Newbury Female Collegiate Institute—Newbury, Vt.—and had much experience as a teacher in public schools. For further information, address,

I. LOVEWELL, Lodi, Wis.

Mathematical Department.

TO FORM A MAGIC SQUARE OF 64 NUMBERS.

COPY the annexed square, then cut the square into sixteen blocks, four numbers in each block, then, no matter how laid together again, the vertical lines

40	26	27	37	36	30	31	33
25	39	38	28	29	35	34	32
48	18	19	45	23	41	44	22
17	47	46	20	42	24	21	43
7	57	12	54	15	49	52	14
58	8	53	11	50	16	13	51
64	2	3	61	60	6	55	9
1	63	62	4	5	59	10	56

will always count 260. To make the horizontal lines count the same number match each two top numbers counting 66, with two others counting 64. To form

the diagonal lines, count the number those lines make when laid as above, and if too large, replace one or two blocks by others, till the right number be found; keeping in mind that a block whose two top numbers count 66, can only be replaced by another counting the same top number; the same with the sum 64.

J. P.

Problems.

4. There are three towns A, B, and C, whose distance apart is as follows: from A to B six miles, from A to C 22 miles; and from B to C 20 miles. A messenger is dispatched from B to A, and has to call at a town D in a direct line between A and C. Now in traveling from B to D he walks uniformly at the rate of 4 miles an hour, and from D to A at the rate of 3 miles an hour. Supposing him to perform his journey in three hours, it is required to find the distance between A and D.

5. A farmer has a rectangular meadow, the longer side of which is to the shorter side, as 3 is to 2; after mowing as many swaths around it (each six feet wide) as there are acres in the meadow, the longer side of the standing grass is of the same length as the shorter side of the meadow; required the area of the meadow.

We have received solutions of the problems given in the August Number, but have no room for them in this Number. From a hasty examination we conclude that the solution of No. 1 is not quite correct.—Ed.

Editorial Miscellany.

We give in this Number the proceedings of the State Teachers' Association, which held its sixth annual session at Portage City, the first week in August.

It was an interesting and profitable session; the attendance was quite large. The lectures and essays were of a high order, and were characterized by breadth, directness, and practical common sense, and, as a whole, were superior to those usually heard on such occasions. The lecture by Pres. Chapin was an eloquent and able exposition of the true end of education, and of the relation to each other of the different agencies in our school system. It made a marked impression upon the large and intelligent audience who listened to its delivery.

Prof. Bateman's lecture was a through and happy presentation of the subject of school government, abounding in apt illustrations and forcible descriptions tending to throw light upon this important branch of the teacher's duty. We have not room to speak of the other lectures and essays as they deserve, nor is it necessary, as we hope to present them entire in future Numbers of the *Journal*.

The citizens of Portage are worthy of particular commendation, for the entertainment so generously furnished a large body of strangers, and the vote of thanks passed by the Association, was no unmeaning formality, but a heart-felt expression of genuine feeling.

We are glad that the meeting was held at Portage, on account of the teachers and the citizens. On account of the teachers, because they have been shown in a practical way, that their efforts and labors are appreciated by the public; and on account of the citizens of Portage, because the false impressions prevalent in community concerning the locality, soil, and surrounds of their pleasant city will be corrected, and it will no longer be regarded as a sand-bank, situated in the midst of a marsh, but as a pleasant, healthful, and thriving city.

Rev. A. D. Hendrickson, for two years past principal of Whitewater Union Graded School, retires from that post, and is succeeded by a Mr. Sherman, late of Vermont. We believe Mr. H. to have been a faithful and successful teacher, and trust that the school will not lose in interest or usefulness in the hands of his successor.

Mr E. B. Gray has been engaged for another year as principal of Palmyra public school with an increase of salary, a practical recognition of his merits as a teacher.

We have received No. 4, vol. 1, of the *Missouri Educator*, and No. 3, vol. 1, of the *Main Teacher*, and gladly put them on our exchange list as valuable additions to our educational literature.

A copy of the Cincinnati Daily Gazette, of August 12, is before us, containing a partial report of the proceedings of the National Teachers' Association, with the address of Prof. Daniel Read, of the Wisconsin University, in full. We shall quote from it hereafter.

We call the attention of teachers and district boards to the advertisement of maps, globes, school furniture, etc., by J. H. Rolfe, of Chicago, who makes very liberal offers to those who shall trade with him. Send for a circular giving full particulars.

Mr. J. G. McMynn, Principal of Racine High School, left for Europe, Aug. 28d. The School Board elected him Principal for another year, at a salary of $15,000 and gave him leave of absence, to return when he pleases. We have the promise of a letter from him, from time to time, in regard to educational institutions which he may visit in his absence

Literary Notices.

Book-Keeping by Single and Double Entry, for schools and academies, adapted to Payson, Dunton, and Scribner's combined System of Penmanship, by L. B. Hanaford, A.M., and J. W. Payson, Principals of the Boston Mercantile Academy, Sumner Street. Published by Crosby, Nichols, & Co., 117 Washington Street, Boston.

We have receievd a copy of the above work through E. Terry & Co., Booksellers, 167 East Water Street, Milwaukee, and are much pleased with it. It presents in a compact form, the principles of book-keeping by single and double entry, accompanied by plain and concise directions of great value to the student, and a table of business forms with explanations. It is very neatly got up, and sold at a price that puts it within the reach of all who may desire to pursue this important, but much neglected branch of study.

National Fifth Reader, containing a treatise on elocution, exercises in reading, and declamation, with biographical sketches and copious notes. Adapted to the use of students in English and American literature. By Richard G. Parker, and J. Madison Watson.

The First Book of Science, designed for public and private schools. By W. A. Norton and J. A. Porter, Professors in Yale College. New York: A. S. Barnes & Co., 1855.

The National Fifth Reader, completes the series, a notice of which appeared in the January Number, Vol. II. of this *Journal*.

It is worthy of its place in the series, being a valuable compend of the choicest gems of English literature got up in attractive style, and accompanied by a chronological list of authors, with concise biographical sketches, and explanations of classical and historical allusions. It is just the thing for advanced classes in reading.

The First Book of Science, embraces Norton's First Book of Natural Philosophy and Astronomy (noticed in the February No., Vol. II.) and Porter's First Book of Chemistry and Allied Sciences, and is a valuable work for our district and intermediate schools, presenting the elements of natural science in a manner suited to the comprehension of children. We trust to see the time when the natural sciences will be taught in all our schools.

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A PERFECT SCHOOL SYSTEM.

AN ADDRESS DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION AT PORTAGE, AUGUST 3D, 1858, BY PROF. CONOVER, OF THE WISCONSIN UNIVERSITY, PRESIDENT OF THE ASSOCIATION.

LADIES AND GENTLEMEN:—Teachers of Wisconsin and Friends of Education. It is with pleasure that I mingle my greetings with yours as we assemble for this annual festival. You are met from various quarters of our wide-spread and beautiful State, and of our sister States, actuated by a common sentiment, and led by a common interest. You come to-day from the cities, the villages, the rural districts, over many a verdant mile of wood and prairie, to this central spot of our gathering, to renew your vows of fidelity to the great interest of Popular Education, and to lay your fresh offerings upon its altar. Speaking to every one of you in the name of every other, I extend to you the hearty greetings of the hour, and invite you to prepare your minds, not only for the mutual salutations and enjoyments, but also for the graver and more serious duties of this occasion.

Your Executive Committee have requested me to preface the discussions of the Association with some general views of a properly introductory character, relative to the whole system of public Education, its proper component parts and ther due relation to each other. The theme is too large for my abilities and too large for my time. In the few and disturbed hours left to me since concluding my annual duties in another sphere, I have not been able to give the subject more than a cursory and superficial attention. Yet, without further apology, I fulfill my duty as I can by laying before you such thoughts as have thus hastily presented themselves.

A perfect school system! Such is the subject assigned me. What is a *school?* What is a school *system?* What is the ideal *perfection* of such a system? and how far and how can it be realized?

Etymologically considered, a school is a place of *leisure!* Strange etymology! some of you will say, whose weary hours of toil in school, for month after month,

have rendered grateful to your overtasked bodies and brains, these summer hours of long vacation. Strange etymology! some of your pupils would say, who have found the school under your instruction, a place above all others where the love of ease must be strenuously denied, and the intellectual faculties kept for hours in a state of almost painful tension, resolutely endured in the hope of an after reward. And yet the etymological sense of the word is a true one. An ancient Latin Poet happily expresses the just paradox which it involves:

Graio schola nomine dicta est,
Justa laboriferis tribuantur ut otia Musis."

It is called a school from a Greek word, to indicate that there due leisure should be granted for the culture of the *laborious muses.* Due leisure from all those lower parts of life, from all those toils, and cares, and enjoyments over which no muse presides, that we may give due thought and labor due to those higher faculties and those nobler arts which are honored by the favor and cultivated by the inspiration of the sacred nine. Put this into the forms of modern thought, and the school will be a place where man turns aside for a time from the immediate battle with the physical necessities of life, as well as from the immediate gratification of his physical appetites, to cultivate the inventive faculties of his mind, and the arts at once useful and embellishing to life, to which these have given birth. The school, therefore, is a place dedicated to the culture, at once, of the intellectual faculties and of the ingenious and liberal arts which require thought, invention, science, skill; a place where their principles are learned, where their laws are studied, and where they are practiced sufficiently to ensure thorough learning—for Melete, Practice, was one of the earliest Muses. The practice whose immediate end is gain; the practice which enters directly as a component part into the great necessary contest of man with nature; the practice which makes up life's permanent business and toil, belongs not itself to the school, though it takes a higher character, and wins a wider success from that very abstinence and leisure from itself which the school has claimed; from that science, that skill, that cultivation of the inventive faculties, that disciplinary practice of the liberal arts which the school has furnished. Mere bodily toil, mere force of nerve and muscle and sinew, the school has nothing to do with, except to study them like other forces and prepare the scholar to put into these an intellect and a soul which shall guide them with skill, apply them to noble and fruitful social and spiritual uses, and crown them thus with a sublime success.

Such, as it seems to me, is the school in its idea. What, then, is a school *system?* The very phrase implies not merely multiplicity, but difference, correlation, subordination, harmony. Mere multiplication of individuals does not constitute a system; mere aggregation of units does not constitute a system. To say nothing of its etymology, the word, as we use it, implies obedience of the parts to some common law, and mutual influence and interaction. Bodies wandering at their will in space, wild, random, reckless, obedient to no common impulse, and swinging around no common center, would not be entitled to the name. But when each train of fair attendant moons moves in determinate rhythm around their common planetary orb, and all the choral band of planets tread their swift and silent dance unceasingly around a sun, their common center of attraction, light and heat, this complex combination of mutually dependnet parts, acting each upon all others, and all obedient to one general law, is

recognized in our thoughts and speech as a solar *system*. In like manner a mere multiplicity of schools, each existing in itself, for itself, by itself, each doing such work as of itself it could and might, without methodical and regulated connection with others, with no common motive power to impel them, no common law to regulate them, and guide them to an intelligently determined result, would not claim the dignity of a system, but would bear rather the character of an unorganized mass, A school system, on the contrary, contemplates the whole array of schools, however various, and however numerous, as pervaded by some general influence, acting in mutual harmony and due subordination, and however complicated or intricate their actions and relations, moving all together to an end, determined by the intelligence which controls the whole.

What, then, constitutes the ideal *perfection* of such a system?

1st. It is obvious that a perfect system of this character must embrace schools adapted to intellects of every grade of development, furnish the means of culture for all the inventive and discursive faculties of the human mind, and impart instruction in all the liberal and ingenious arts—the arts which are based upon scientific truths, and whose processes are guided by intelligible laws. If any grade of intellect be left unprovided with the appropriate means of improvement, the system falls so far short of this ideal perfection. If any one worthy faculty of the human mind be left uncared for, and its due means of culture disregarded, the system again falls short of its true completeness. If any one of the liberal and ingenious arts which improve and embellish life, which gratify the tastes or unfold the powers of the individual, which add to the comfort and the charms of society, and advance the race toward its true destiny; if any one of these be treated with indifference, and the rightful provisions for its development neglected, the ideal perfection which we are contemplating fails so far forth of being attained.

2d. Since, as we have seen, the very phrase "a school system," implies a mutual adaptation and correlation of the schools, so that they work with, minister to, and complement each other, the whole number being bound together by a common tie, and pervaded by a common thought, the ideal *perfection* of such a system implies the completeness of this mutual adaptation, and the thorough pervasion of the whole body by the harmonizing law and thought. In short, every part of the complex machine must be supplied, and every part also perfectly fitted to its connected parts, so that all may work together as a perfect unit, without jar, without friction, and without failure.

I have thus sketched in a manner at once hasty and somewhat abstract, the idea of a school, of a school system, and of a perfect school system. But ladies and gentlemen! I know full well that I am here to-day in an atmosphere of *reality*, and that mere abstractions and theories, remote from common use and practical results, are not what is here expected. We come up hither, all of us, with our brains busy upon practical questions, and our hearts throbbing with the interests, the wants, the real issues of the living and active present. In this hurried life of ours, in which a great commonwealth, with all its systems of education, of commerce, of agriculture and of civil policy, is to be built up in a single generation, we feel justly that mere theorizing must be left to men of other lands, and that those thoughts must mainly occupy our attention, which are obviously and speedily fruitful in beneficent, political and social results. Let us then descend, or perhaps I should rather say ascend, from these

general conceptions of a perfect school system to those practical views which appear to be properly connected with them.

And first the question arises—Where shall we look for a power adequate to the establishment of such a system—thus extensive, thus complete, thus harmonious, thus adapted to all the necessities of society. What power, what intelligence, what will is competent to the organization of a system approximating to this ideal universality and perfection. Let me say at once that there exists in human society no intelligence so clear and vast as to be capable of comprehending, at once, all the magnificent outlines and all the minute and multifarious details of a perfect system; no individual intelligence and no aggregate intelligence, qualified to make anything more than a very distant approach to such an ideal. But the practical question is, where are found best combined both the intelligence and the power to make the nearest approach to this result, of which human imperfection will admit? Where are the amplest resources, where the most diffused sympathies and interests, where the largest aggregate of mind and will and power of every kind to meet this great demand?

It is too obvious to need remark that this demand could never be met by a mere multiplicity—for I will not say a system—of disconnected, independent private schools. If it ever could have been considered a debatable question, I suppose that it has long since ceased to be such, and therefore, I assume without argument that what is sometimes facetiously called the "private school *system*" has failed and must for ever fail to satisfy this great want. There was a time, however, in the history of the world, when in response to this question, our attention would have been at once directed to the church. When the church sat upon the throne of a mingled temporal and spiritual power, the arbitrary mistress of the nations; when, beyond any other power, she was able to move by "the two main nerves, iron and gold," to the accomplishment of whatever lay within the scope of her ambition or her sense of duty, there would have been a propriety in looking to her for the most extensive and the most thoroughly organized system of schools which the intellect of that age could devise. Boasting of an absolute unity, and radiating her influence from a common centre of absolute power, containing within herself the amplest monetary resources, and possessing in her clergy nearly all the learning of the age, the church might have created a system of schools extending over Christendom, which should have been chracterized by a variety, a unity, a completeness as great as the intelligence of that age was able to conceive. This great possibility she did not appreciate and did not realize. Institutions of learning of a more or less ecclesiastical character were indeed established; cathedral and conventual schools at some places and at certain periods abounded, in which bishops and monks and nuns furnished nearly all the scholastic education of the christian world; but even these were for the most part established and regulated by the authority of the various civil rulers, and I am not aware that at any period in the history of the Roman hierarchy, any general comprehensive system of schools, such as I have described, was attempted or even contemplated by the central authority of the church. In more modern times, again, when the ecclesiastical power has been distributed among national churches, the state has often availed itself of the services of the church, not only for those educational purposes which belong more distinctly and obviously to her peculiar vocation, but also for the general scholastic education of the people. And if we could find in any nation, a church organization extending its power over all the people, and possessing the sympathies of all, capable of sum-

moning to its uses the monetary resources, the intelligence, and the activity of the whole body, and of giving its decrees the authority of law in every part; possessed at the same time of a quick sympathy with every feeling and want of the people and readily appreciating every demand of its free intellectual life; one whose ruling body fully represented the people, and had no special interests to serve, and no special prejudices to promote—could we find in any nation a church combining all these characteristics, we should readily acknowledge in such a body the proper source and seat of power for the establishment of a true educational system for the whole people. Without referring to the present condition of other nations in this respect, the practical question for us is simply this: does any ecclesiastical body in the United States, or in any one of them, occupy such a position? To ask this question is to answer it. The church in this country, broken into its dozens of independent sects, each embracing in its folds only a small proportion of the whole people; commanding only to a very limited extent either the mental or monetary resources of the nation or of any state, commanding likewise the sympathies and confidence of only a part, and incapable of giving to its decisions the authority of law; the church, I say, existing here under such conditions, is obviously quite incompetent to organize, establish and maintain a system of schools characterized by that unity, that universality, that liberality, that completeness of appointment, that mutual fitness of the parts and that adaptation of the whole to all the popular wants, which the age and the country demand. The church, then, cannot meet this great demand—we must look elsewhere,

And where shall we look? It is clear that there is no power adequate to the work, except that power which embraces all the parties in whose behalf the system is designed, commands all their resources, possesses the sympathies of all, and exercises supreme control. In short, there is no power equal to the task, except the State itself. The Civil State therefore, is bound to furnish, as it alone can furnish, the complete system of schools, fitted to meet every want of the people.

I do not forget, gentlemen, that the church is itself a series of schools of a peculiar but most important character—schools in which are taught to old and young, from Sabbath to Sabbath, the sublime sciences of Christian morality and faith, and the ennobling arts of the Christian life. I do not forget, either, that according to our American ideas of the separation of the civil State from religious teaching, I must so far modify my claim for the civil State as the power which possesses in itself all the resources necessary for the establishment of a perfect school system, as to admit that these higher schools of moral and religious training must exist in some sense independently of the State. Nor do I forget that the Christian church has been in every age, one of the chief patrons of learning and the liberal arts; or that the great ideas of the Christian faith in regard to God and man, of our common brotherhood, our essential equality before God, and our responsibility for each other's welfare, not only physical but spiritual, and not only for this life but for the life everlasting, have been the grand inspiring ideas of the modern systems of education in Christian lands, the fruitful germs from which all the greatest efforts for popular education have sprung. I do not forget John Calvin or John Knox; I do not forget Martin Luther or Philip Melancthon; I do not forget Geneva, or Scotland, or Germany. Nor unt our right hands forget their cunning, shall any of us forget the devout and earnest piety of the Puritan fathers, who, amid poverty and strife, laid the foundations not only of Harvard and Yale, but also of that common school system which constitutes

the glory of New England and of America. That profound sense of the dignity and worth of every individual soul which Christianity imparts, will ever render its true and intelligent disciples the best friends of popular education. While, therefore, it follows inevitably from the principles and facts which have been stated, that the civil state is the proper power to devise, inaugurate and maintain an approximately perfect school system, it must be cheerfully granted that only in a *Christian* state is this great idea likely ever to be realized.

I am well aware that some who recognize in the State the only power adequate to this great work by virtue of its financial resources, its supreme authority, its all-comprehending sympathies, and its all-pervading influence, have yet such a distrust of the intelligence and integrity of those who administer the State, as leads them to despair of its ever fulfilling aright those great responsibilities which are laid upon it. In regard to higher education especially, this distrust appears to prevail. It must be admitted, that when we observe how feebly and how blunderingly the interests of higher education are too often managed under State control, there seems to be some justification for this sentiment. It must be further admitted that amid the actual and gross imperfections of the State system, and the selfish imbecility which too often characterizes its administration, they do well for the State itself and are entitled to esteem as public benefactors, who seek to supply those obvious defects by individual enterprise or by denominational zeal and devotion. But, gentlemen, he is not a good citizen who allows himself to despair of the commonwealth. If we rightly appreciate the sublime possibilities of a system of public education established by the authority and maintained by the energies of a well administered Christian State; if we justly appreciate the impossibility of any true and large and perfect system arising in any other way, we shall not allow ourselves to abandon the great idea, or stumble at the difficulties that must be encountered in its realization. We shall rather devote ourselves with new courage and new earnestness to the extension and improvement of our public school system, until it shall stand forth a pefect whole, complete in all its parts, and providing adequately for every educational interest of the entire people.

The next question of practical importance relates to the subjects of instruction which a perfect school system should embrace. The faculties of the human mind are various; the arts which adorn and embellish life, and over which the laborious Muses preside, are manifold; the fields of effort for the inventive powers of man are ever widening and multiplying with the advancement of civilization. Not only the old scholastic *trivium* and *quadrivium*, the liberal arts of an earlier time; not merely grammar, and rhetoric, and logic, with arithmetic and geometry, astronomy and music, are now presented to us as at once the results and the means of human culture. Nor do we add to these merely those branches of science which even in that semi-barbarous age were taught in some rude way, such as theology, law, and medicine, or those fine arts which the Middle Age did not extinguish. These, indeed, have been immeasurably enlarged in their scope and contents. The *Grammar*, for instance, of that early period, was but the babling of a child compared with that range of facts and principles accumulated by centuries of immeasurable toil, which constitutes the science of *Philology* in our day. Between the mathematical studies of the *quadrivium* in the Middle Ages, and the science of mathematics, with its applications to the arts of life in modern times, the difference is no less immense. But when to these we add the entire

range of natural sciences, the accumulated treasures of history, and the manifold arts and processes based upon scientific principles, which have enriched the mind, multiplied the resources, extended the dominion, and elevated the hopes and aims of man in modern society, and all of which furnish new materials and new work for the school, we shall then begin to form some just conception of that variety of studies which must be provided for in any school system in the present age. Here let me iterate and reiterate that for all these studies alike—with the single exception of polemic theology—the State is bound to make provision in her system; a provision adequate to the actual demands of the people. On this point I speak with earnestness, because it has been the lot of some of us, during years past, to encounter, just here, the most opposite and conflicting prejudices. The arts and sciences which belong to the industrial pursuits, and which are capable of being made subjects of school instruction, have equal claim to a place in our school system with those more peculiarly adapted to preparation for what were once called the learned professions. Against the bigoted exclusion, or jealous and niggardly treatment of the former, we do well to protest earnestly and to the end. But, on the other hand, that is an equally narrow view of the educational obligations of the state to her children, which would exclude from her system of schools those studies which specially fit men for the invaluable functions of the jurist, the moral and religious teacher, the man of letters, or the physician; or those, which without any immediate relation either to the processes of industry, or the duties of professional life, tend to improve the taste, to quicken the fancy, to develop the moral sentiments, to strengthen the intellectual faculties, to render the individual man or woman wiser, better and happier, or to impart a sweeter tone, and a more attractive charm to the intercourse of human society. Why, on the one hand, should philosophy or ancient learning appropriate to themselves the resources of the State devoted to the higher education, and either exclude or reduce to ridiculously narrow limits, and treat as mere step-children of the brain, those sciences which have within two centuries so marvellously enlarged the sphere of human vision and the dominion of man, both in knowledge and in act, over the material world? This question is surely apt and legitimate. But why, on the other hand, should the latter exclude the former? And why should the multitude of men and women who seek to gratify and purify their tastes, to develope their intellectual powers, to increase their knowledge of man—in himself and in his relations, in the products of his mind and his means of influencing his fellow men, and who seek these attainments in the way whose efficiency has been demonstrated by long experience, through the study of philology, of history, of literature, of rhetoric and logic, and of the mental, moral, social and political sciences—why, I ask, should these be shut out from our State institutions, whether higher or lower, and deprived of the amplest means of pursuing in connection with our State system of schools, their chosen methods of mental culture? This question seems to me equally apposite and unanswerable with the former. No, let us not for a moment give way to the idea of destroying the symmetry and the perfection of our State system of education, by leaving out of its scope any expanding and fruitful studies, any valuable and liberal arts.

A distinction is frequently made between disciplinary studies and those which lack this character; and upon this is sometimes based an attempt to circumscribe the range of studies appropriate for schools. I have not referred hitherto to this distinction for two reasons; first, because even if it is a sound one, both classes of studies

must belong equally to a complete school system, and 2ndly, because I believe that the distinction itself has little ground in the nature of things. What is mental discipline but the exercise, and the development through exercise, of some one or more of the mental faculties? What is *study* but the attentive and zealous application of the mind in some of its faculties to the acquisition of some branch of human knowledge? All studies therefore are of necessity disciplinary, just so far as they are studies. He who investigates and masters the principles of science and the processes of the agricultural art by which two blades of grass may be made to grow, where only one has grown before, just as truly and as necessarily disciplines his mind in so doing, as he who translates an ode of Anacreon or an idyl of Theocritus. He who studies the human body in the anatomy of all its complex structures, and the marvelous laws of its life, until he has entered fully into the divine thought therein contained, and has comprehended, so far as science enables us to comprehend, the mystery and the marvel of our being, gains in that process an invaluable mental training, as inevitably as he who studies the anatomy of a sentence, or who seeks to penetrate the laws of mind. Doubtless certain faculties are more employed, and therefore better disciplined, in certain studies than in others. It is, indeed, a part of the science of education to determine the relation of different branches of knowledge to the specific culture of particular mental powers, as it is a branch of the practical educator's art to employ those methods of instruction in any given branch by which it may be made to minister in the highest degree to the unfolding of the various intellectual faculties. But however this may be, the distinction between disciplinary and non-disciplinary studies ought, in my judgment, to be abandoned, and with it all narrow notions concerning the proper functions of the school, and the legitimate range of intellectual pursuits belonging to a perfect school system.

Having thus defined the position of the State as the only possible author of a complete school system; and having endeavored, in general terms, to point out the wide range of arts and sciences which must be embraced in such a system, we are met by a third question of eminent practical importance: Through what series and gradations of schools should these subjects be distributed for the most convenient, full and thorough culture of the whole people? But gentlemen, I have already detained you too long, and must dismiss this part of my theme with a few very brief suggestions. The great want of our State in education seems to be this—that the principles of gradation in schools which have been successfully applied in our populous cities, should be in like manner applied, to the utmost practicable extent, throughout the State; that in all our counties we should have our primary, intermediate and high schools; that the State should devise a system, under which each of these shall be supplied with its appropriate funds, and placed under adequate and active supervision; that larger districts should be furnished with such normal schools and such academies or colleges as they may need, under the patronage, and control, and stringent supervision of the *State*, and harmonizing throughout with other portions of its system; that special schools should be established for instruction in the fine arts, and in the industrial arts, just as rapidly as a demand for them developes itself, or just as soon as it appears that their establishment would itself develope such a demand; and that at the head of all, the State University should open wide the doors of its various schools for the men and women of the State, there to acquire a more advanced knowledge of all sciences and all liberal arts than can be appropriately furnished in the other schools of the system.

Ladies and Gentlemen of the Association: If the ideas of a complete Educational System which I have now so imperfectly sketched are true and just, yet they cannot be realized in a single year. You and I may not live to see them embodied into living facts in this noble State of our adoption. The generation to which we belong may pass away before the fullness of the idea is translated into actual laws and institutions. Meanwhile it is the proper duty of the true man not only to labor in faith for the realization of every noble idea in laws and institutions which may remain to bless a future age, but to stand in his appointed lot, and work while it is called to day, with such imperfect instruments as are furnished by the systems actually existing around him. To you it belongs, by your combined efforts, not only to develope in Wisconsin a system of greater symmetry and completeness, but to put into these dead forms of system a devout, intelligent, and earnest soul, a quick and glowing life. From the discussions of this annual gathering, we must all go forth again to the burdens and the battles of life. May we go with a fuller appreciation of the real wants of our people, with a profounder sense of personal responsibility, with a more extended acquaintance and a wider charity for our fellow laborers in this vineyard of the Lord, and with a more earnest consecration of ourselves to the great cause of human improvement in whatever professional or industrial station, in whatever position, humble or conspicuous, in human society, may be assigned us severally by the Divine Taskmaster of us all.

VISIT YOUR SCHOOLS.

I AM of that class of individuals who have the great care and responsibility resting upon them of teaching and governing a school of seventy scholars, in a miserably low, ill-contrived 20 by 24 room, without shade-trees or window blinds to keep back the burning sun, which pours its scorching rays full in the faces of its suffocating victims. Nothing but the same old newspaper curtains which were used when our fathers and mothers were school-boys and girls, are permitted to adorn the place where, day after day, the children of rich and poor are compelled to spend the greater part of their time. Nothing to render it attractive but the broken desks, the rusty stove, the dingy walls, half stripped of the coat given them by the mason, the leaky roof, and the smiles which now and then light up the teacher's visage, although, I assure you, this requires a great exertion on his part, surrounded as he is, by so gloomy an aspect.

The cry of "Progress" is rife in our land. "Welcome! thrice welcome!" the glorious day when friends and patrons shall have progressed so far in the scale of civilization as to see the need of visiting their schools. Go and sit thirty minutes upon the back-breaking benches, where your children are required to sit hours; and breathe the air which they MUST in-

hale in such an ill-ventilated room; see your children moping into school half an hour after their class has recited, and when requested to study their lessons for the coming recitation, hear the common excuse—"Hant got any book." Mothers! pay at least one-half the attention to the welfare of your children that you do to the geese and turkeys in your poultry yard, the linen in your chests, or the silks in your presses. Fathers! be as anxious to see your children doing well as you are to see the pigs in their pen, and the cattle in your fields, in a thriving condition. Parents, guardians, all! care as much for the clothing of the minds of your children as you do for that of their bodies. Now there is not a well-to-do farmer in the land who would trust the management of his cattle to the supervision of any man. Why, then, I ask, should he trust the training of his *children*, year after year, to those with whose character he is wholly unacquainted? for surely they are of more value than many cattle! We repeat our request, that you "Visit Your Schools." M. G.

THE TEACHER'S REWARD.

Is a teacher ever really remunerated for services rendered? Can dollars and cents balance brain, and heart, and life? Each dollar bears upon its surface a drop of the dearest life-blood that courses through a true teacher's heart.

With aching head and troubled brow, lighted by the golden gleamings of the setting sun, the teacher seeks his home, but seldom to rest in quietness; for care with muffled tread has followed upon his footsteps, sitting beside him at his meals, and near his couch. In his dreams the toilings of the day are all enacted "o'er and o'er." Petty vexations are magnified—the mole-hills of the sunshine have become mountains in the darkness, and morning finds him wearied, enervated, and wanting in that cheerful, hoping spirit that fringes the darkest cloud with the holy sunlight of God's love.

Would he for gold barter the buoyancy of health—the elasticity of a loving, hoping spirit—freedom from the "care that killeth?"

But the teacher's life is not always thus—a desert waste. There are sunny spots where birds carol amid green branches, where waters sparkle along shining sands, where flowers bloom, and cloudless skies bend o'er all.

The good desire implanted and taking vigorous root—the generous deed—the ready hand—the willing heart—the unsullied innocence of the childish mind—the glorious workings of intellect—the growth of noble principles—the morning offering with sunny smiles—the good-night kiss—the

heartfelt, kindly wish—the evil overcome with good—the holy aspirations for the greatest good of all; all these that make life beautiful and blessed, are not to be forgotten in summing up the teacher's balance-sheet of pleasure and pain.

Our reward is not upon the earth. It can not be meted out to us in gold, nor jewels, nor precious stones. Eternity, that time unmeasured, shall be the space allotted for us to enjoy the ample remuneration for services rendered here in the great work-house of time. We shall then become meek scholars in that school "Where Christ himself doth rule," learning heavenly wisdom from the lips of the Great Teacher through uncounted ages. Is not that more blessed than aught in time?

NETTIE ROBERTS.

FEMALE TEACHERS AND THEIR SALARIES.

MR. EDITOR:—In an article in a late Number of the *Journal*, entitled "Aspects of Education," I notice among much excellent advice, with regard to the employing of female teachers; some remarks which, I think, must be condemned by all lovers of justice and equal rights. For instance, the writer attempts to justify the custom of paying less wages to female than male teachers; because, as he avers, the "Former can afford to work for less wages than the latter," and goes on to say, "Society imposes upon man certain pecuniary obligations from which woman is free." "If a gentleman desires the company of a lady at a ride, a lecture, a concert, or other entertainments, he must pay the expense of both." And again: "The female having no choice (of occupation), is but too glad to accept for teaching what her male competitor refused."

Now, as I am a practical woman, I wish to show that the theory (if I may so term it) of this writer, does not agree with the facts of every-day life. To illustrate: Tom Brown, who by the way, is an acquaintance and friend of mine, and I are employed as teachers in districts contignous to each other. My education, we will say, is equal to his, and my experience about the same. But I am to receive only $16 per month while he is paid $30. As my school is as large as his, and I am expected to do an equal amount of work, I naturally inquire the reason for this difference in our wages, and am informed that "Society imposes certain pecuniary obligations upon man from which woman is free," that if "he desires any company at a ride, lecture, or concert, he must pay the expenses of both," etc., etc. I am satisfied, because having a turn for figures, I understand that I am entitled to $16 per month in cash, and $14 in amusement of various kinds,

making in all $30. "Quite a desirable little sum!" I exclaim, and go to work with right good will, "Teaching the young idea, etc."

But imagine my indignation when in looking over my books in the spring (I always keep strict accounts), I find myself most shamefully wronged. Under date of January first, I read,

"Received of Tom Brown sixty-two cents, being the amount paid by him for my expenses at the New Year's Ball."

And again:

"Received, February 4th, twenty-five cents, being the admission fee to Dr. Pufferall's lecture."

These receipts amounting to just eighty-seven cents in all, I have to show for the $14 I expected to receive during the winter in polite attentions! But perhaps it will be argued that if said Brown should marry me, it will be all the same, as he will then "endow me with all his worldly goods." Ah! but if he should not, but should take a fancy to marry Jane Smith (who, by the way, has a rich father, and isn't obliged to teach for a living), who is to pay my expenses in future at rides, lectures, or concerts?

Now what I have to ask is this, viz.: Grant the *laws* be so *amended* that whatever Brown receives above what he really earns in payment for gallant attentions to me, he shall be compelled to give a strict account of, and, in no case, be allowed to appropriate the sum, which I indirectly earned, to his own private use. Yours, C. L. MORGAN.

P.S.—An odd idea has sometimes entered my mind, viz.: whether it would not be as much to our advantage to pay our own *amusement bills* (if I may so term them), provided that by so doing we could become entitled to receive the same wages as the sterner sex. But I suppose as long as women are "but too glad" to accept what men will not, things will go on about the same as ever. So, after all, it *may be* the remedy does not lie in an amendment of the laws. C. L. M.

NATIONAL TEACHERS' ASSOCIATION.

CINCINNATI, *August 12th*, 1858.

THE first anniversary of the birth of this somewhat pretentious youngster is drawing to a close, and perhaps I ought to say, in passing, for the information of the public, that it has spent its babyhood in growing, and now exhibits, at the end of a twelve month, occasional scintillations of intelligence. In fact, it is essaying to talk; and though some of its utterances are idle, others seem to have an aim. With judicious nursing the

bantling may yet be "raised" and "heard from." Under this impression the writer hereof ventures to record its doings and sayings for the *Teacher*.

Messrs. Rickoff and Smyth extended a welcome in behalf of Cincinnati and Ohio; whereupon Mr. President Richards acknowledged the courtesy, and then proceeded to pronounce his inaugural. In it the design of the Association was said to be to give a single aim to all true instructors. It should take the place of a National Bureau of Education. That the Association can take the place of Government in centring and energizing the efforts of educators is to me questionable; that it should not is clear. The great fact, which more than any other ought to be held before the people, taught to infancy, made attractive to old age, spread and blazoned every where, is, that Government should educate the children of the governed. Every child in this broad land has a right to knowledge, and the wealth of the country has no "inalienable right" to exemption from tribute for this purpose. If the Association shall direct its efforts to the establishment of a National Bureau of Education, instead of rendering its necessity less apparent by suggesting other means to take its place, good may come. Secondly, there is now a *National Journal of Education* in the broadest and best sense of the term, of lofty aim, brilliant, vigorous, and scholarly, published at Hartford, Conn. Should the Association enlarge the number of readers of this publication, though but a few thousands, it will have justified its organization.

Prof. Read, of the University of Wisconsin, gave a *resume* of education for the last ten decades. The following catalogue of eminent teachers this side of the Alleghany range I give in his own language:

"I need not go beyond my own personal recollections, and, with some of them, intimate personal and official relations, in naming such men as Dr. Wilson, of the Ohio University, who declined the Presidency of South Carolina College to plant himself at Chillicothe, then an insignificant point in a wilderness country; as Dr. Wylie, of Washington, Pennsylvania, afterward of Indiana, whose whole life was that of a teacher, and whose pupils, in every part of the country, adorn the highest positions of influence; as Dr. Lindsley, of Nashville, who gave up the offer of the Presidency of Princeton College, where he was at the time Vice-President and Professor, for the more toilsome but broader sphere of influence here in the West; as Prof. Dana, the author of that admirable series of Latin books—the *Liber Primus*, *Latin Tutor*, etc., which, East and West, were the books o the day, and who, for twenty years, imparted his own severe and elegant taste in the classics to the youth of Ohio; as Francis Glass, who, in a log school-house, in Warren County, this State, without books of reference, and in the midst of the daily toils of his school, wrote his *Life of Washington* in Latin; as Professor Mathews, who, at Lexington and in this city, cultivated and taught the highest French and analytical mathematics at a period when (except at West Point) they were hardly elsewhere taught in the whole country, and when he was obliged, for the want of translated

text-books, to make his own translations as he proceeded; as Dr. Bishop, a name which awakens love and reverence in the bosoms of hundreds of pupils; as Marshall, of Kentucky, a brother of the Chief Justice, and scarcely inferior to his illustrious kinsman in talent and worth—a man who spent a life of usefulness and honor as a faithful and devoted teacher; as Kempel of Cincinnati; Slocomb, of Marietta; or, if I may name teachers in the professions, who, as Professors and Lecturers, in any part of the country, would stand before Dr. Caldwell, Dr. Dudley, and Dr. Drake?—men whose reputation is known wherever medical science is cultivated. Other well-known names I might add to this list, if time would permit. Of the eminent instructors—those who were then active in forming the youthful mind of the country, and laying deep and broad the foundations of our institutions—alas! how few remain in the present time. It is with a feeling of melancholy that, in looking over all the tract of country this side of the mountain-range of which I have spoken, and tracing it from Lake Erie to the Gulf of Mexico, not a single college officer in commission when I became such, now remains. Dr. M'Guffey, of the Virginia University, and Dr. Scott, of Oxford, became connected with the Miami a little subsequent to my own connection with the Ohio University, and still continue active and honored members of our professional corps."

Omitting the dark side of the picture—for the Professor by no means acknowledged that all changes were improvements—I will only say, the Normal School, the Educational Journal, the Teachers' Institute (an American institution), and the better text-book and school-house, were mentioned as indications of real progress.

Prof. Young, of Indiana, read a paper on the *Laws of Nature*. This was a clear and able production, but much too long. When will men cease to "think that they shall be heard for their much speaking?" I might as well say here, that all the set addresses were too long.

"Brevity is the soul of wit."—*Shakspeare.*

The tone and aim of Mr. Philbrick's paper may be gathered from the following, which is substantially his own language:

"I am one of those who believe in the liberal education of the whole human being. Thus, and only thus, can we be symmetrically formed according to the design of the Author of our being. I believe we can take something from the Persians, who taught their boys to speak the truth and ride on horseback; from the Spartans, who taught their sons to be skillful in bodily exercises and contempt of danger; something from the Athenians, who inculcated a taste for the beautiful in art; something from the ancient Hebrews, who taught the grandeur and beauty of wisdom; and something from every source that is calculated to ameliorate and improve the human race. We need such education individually, socially, politically. It is needed to train those who are covered by the judicial ermine. It is needed in every department of human life.

"But what I would urge is, to attain to something higher than the cultivation of the intellectual faculties. To wisdom we must add virtue. The dominion of virtue is the dominion of Christianity. If we seek moral virtue, happiness will follow. In the language of inspiration, "Seek first the kingdom of God, and all these things will be added." The spirit of Christianity is the leading idea in any true system of education. True morality must be based upon religion. That morality which is simply founded upon the maxim, 'Honesty is the best policy,' without a consideration of its correlative ideas, is vicious. It culminated in France under the instructions of Rousseau. It has relation to the temporal interests of man, but not to his education, according to the virtue of Christianity."

Mr. Mann's paper on the *Motives of the Teacher* is thus commented on in one of the dailies:

"He assumed that all labor is right or wrong, according to the motive which begets it, and the perseverance with which men pursue an object depends upon the motive which inspires it. The scale of motive is infinite, reaching up through nature to nature's God, or sinking to the nadir of meanness. It determines every thing, gives fertility to life or smites it with barrenness. In considering the motives by which a teacher should be governed, he commenced by the lowest, which he said was compensation. His principle was that the laborer is worthy of his hire, and favored a liberal pecuniary compensation to teachers, but, at the same time, maintained it to be the duty of every teacher, after having made his contract, to discharge his entire duties independent of money consideration. Other motives by which teachers should be governed, are those common to humanity, of securing public approval, and a desire to elevate their calling.

"He took occasion to disclaim transcendental notions; but in sketching the character of a true and competent teacher of youth, he soared into far-reaching sublimities, so far distant from any experience of man in any age, that we began to regard the class undergoing such an elevating process as being entirely of a different order of human kind, possessing many of the perfectibilities of a higher nature than ordinary man can hope to aspire to, unless the Divine Wisdom should see proper, in the abundance of His benevolenee, to transport us from this world of woe into regions of perfect bliss. In short, his idea of a true and competent teacher was an immaculate conception. Nevertheless, his sketch of the character was absorbingly entertaining, and was painted in an eloquent style of composition. On the other hand, his portraiture of the pedagogue was pungent in the extreme, and was a capital specimen of caricaturesque word-painting."

This notice hardly does Mr. Mann justice; for although he reveled in the ideal, yet there was an earnest spirit in him, and it got out of him into his hearers, who felt a little practical. Teachers left the hall that night with higher aims and hopes.

A discussion on *Parochial Schools* operated as a safety-valve, allowing the escape of smothered eloquence, thereby preventing sundry explosions,

but otherwise was of little value. It was amusing to observe the eagerness of the combatants to get the floor and define their position. We presume all were delighted with this rencontre and its result, even down to the little Queen-City "Taurus." It consumed the best half-day of the session, however, and was but an ordinary discussion of a comparatively unimportant subject, which one would not suppose it necessary to go to a National Teachers' Association to hear.

The most valuable, and to many the most interesting exercise of the session was the "Call of the States." I will mention one fact in illustration. Mr. Philbrick, in response to the call for the Old Bay State, said, among other things, that the annual salary of the Masters of the High Schools in Boston was $2,800 each; Sub-Masters, $2,000 each; Ushers, $1,600 each; Masters of the Common Schools, $2,000 each; Sub-Masters, 1,600 each; Ushers, $1,000 each; Female teachers in all schools $450 each; Head Assistant female teachers, $500 each. Now this matter of compensation, though, according to Mr. Mann, the lowest motive which should influence a teacher, is, nevertheless, a sure guide to a correct estimate of popular appreciation. It is generally safe to say that that people which expends most freely for schools has the keenest sense of their value. Among them, also, is found the highest culture and most faultless system of training. If we could, therefore, get the highest, lowest, and average compensation of teachers in each State, together with the specific salary paid in the various grades of schools in the cities, from year to year, at the National Teachers' Association, it would itself pay for attending its meetings. In addition to this, if some man for each State would take off the cover and show the *inside* workings of their system—show what enterprises had been undertaken, with what success, and *how* they were engineered; in short show the unwritten and private history of institutions and systems, then would the annual gatherings of this Association become a grand centre of interest. Of course, the discussion of living questions, the making of acquaintances, and the maturing of plans for uniform action, should not be overlooked. This leads me to notice an excellent move of Hon. Ira Divoll to secure a uniform plan for statistical reports, to the end that the schools of one city or State may be easily and accurately compared with those of any other. Messrs. Divoll, of St. Louis, Philbrick, of Boston, and Hovey, of Illinois, have this matter in charge. The usual number of complimentary and indifferent resolutions were offered and passed. Mr. Rickoff, of Cincinnati, was elected President; Bulkley, of Brooklyn, Secretary; and Pennell, of St. Louis, Treasurer, for the ensuing year. I noticed among the members from Illinois, Isaac Stone, jr., Ottawa; J. P. Slade, Belleville; A. Griffin, Collinsville; C. H. Case, Warsaw; G. F. W. Wiley, Quincy; and C. E. Hovey, of Bloomington.

Very few Eastern teachers were present; but, to make up for lack of numbers, conspicuous positions were assigned them. The President is indebted to the Vice-President from New York for always having a man *on*

the stage at his elbow, ready to put a question to vote in an emergency. The distinguished gentleman from Boston was winked at and motioned to the platform whenever he entered the hall, while the venerable President of Antioch College was allowed quietly and unnoticed to enter and be seated in the "pews," and the Superintendent of Schools in St. Louis, with others uninitiated, was scarcely able to obtain membership before the close of the last half-day of the session. The arrangements for the admission of new members seem to have been made without much reference to convenience or dispatch.

The Association meets next year in Washington, D. C., the second Wednesday of August.—*Illinois Teacher.* S. D. Y.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(Continued from the August Number.)

LIBRARIES.

Q. Is a district obliged to expend library money for books; or can they use their discretion in the matter?

A. The discretion is vested in the Town Superintendent. If he sees fit to set apart a certain portion of the apportionment for library purposes, it is obligatory upon the district to expend it according to law, or else lose their next apportionment. It is to be hoped that some provision for establishing uniform libraries in every district in the State will be made the coming winter, so that the matter shall not be discretionary either with District Boards or Superintendents.

Q. In case no librarian is elected, can the District Board elect one?

The law expressly provides that the District Clerk shall be librarian in case there is no one elected. If the district neglects to elect, the Board have no power to appoint.

Q. How much library money can the Town Superintendent set apart for library purposes?

A. Ten per cent. is the maximum. He may set apart less, in his discretion, but he can not set apart more. It would, however, be advisable to make the matter uniform, and regularly set apart ten per cent. every year,

as it would have a tendency to cultivate a spirit of forming and using libraries.

TEACHERS, QUALIFICATIONS, ETC.

Q. Can a Town Superintendent refuse a candidate a certificate if qualified?

A. The law requires certain qualifications which the Town Superintendent is to decide upon. Teachers must be qualified as respects "learning, moral character, and ability to teach." If the Superintendent finds a candidate well qualified in all of these three points, he can not refuse a certificate. But there is no law requiring the Town Superintendent to be convinced of the qualifications of a teacher, so as to force him to grant a certificate against his own judgment.

Q. Has the Town Superintendent a right to know where a candidate for a certificate intends to teach?

A. Certainly not. A certificate is of force in one town, and can not be made to be in force in a single district. A good rule for the Town Superintendent would be to insist that all teachers for his town shall be qualified to teach the best school in town.

Q. "Will you please enclose me a certificate," etc., etc.

A. The law gives the State Superintendent no power to grant certificates. No one but the Town Superintendent can grant a legal certificate.

Q. What qualifications are necessary to entitle a person to a certificate?

A. He should be at least competent to teach the branches required by law, viz.: Reading, Writing, Spelling, Grammar, Geography, and Arithmetic. He should also be a person of good and irreproachable moral character—one who is calculated to teach good morals by his influence. He should also be apt to teach. This, of course, can be well tested only by actual observation in the school-room. He should also be somewhat acquainted with the outlines, at least, of the natural and physical sciences, so as to be able to interest the pupils by means of "object lessons," and other oral instruction, not confining himself to the text-book.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

(*Concluded from the September Number.*)

Shall it ever be deemed a sacrilege—a desecration of the noble and holy purposes of education—a blighting injury to the morals of our beloved

children, to permit the teachers in the public schools of Wisconsin to read a portion of the Sacred Scriptures, offer a prayer invoking the blessing of God upon their labors and the efforts of the children committed to their charge, or repeat the Lord's Prayer, all beautiful as it is, in its simplicity and adaptation to the wants of all; or impress upon their young and susceptible minds those incomparable teachings, derived from the Bible, touching their moral duties to their parents, to each other, to society, and to God? I confess I can not conceive how there could be any reasonable objection, any possible harm, in all this—untinctured with sectarianism as it would and should be; but, on the contrary, enduring good, in my opinion, would be the inevitable consequence.

There could be no more beautiful spectacle, none more truly ennobling, than a teacher inculcating and enforcing moral duties upon the young—love to parents, brothers, sisters, companions—love to the race of man, and love to the Giver of all good; love of country, truth, honesty, and virtue—charity to the poor and unfortunate, and kindness to the brute creation; in a word, pressing upon their attention those foundation principles which alone can make them good children, good men, good women, and good citizens. And such instructions can be imparted by the judicious teacher at suitable opportunities, without ever for a moment trenching on sectarian peculiarities.

Such is the abiding conviction, and such the practices of the civilized world. I am sure that the people of Wisconsin, who are generally conceded to possess as much virtue and intelligence as the citizens of any of their sister States, would never consent to utterly banish the Bible from their schools, and thus virtually repudiate its unequalled teachings of virtue and morality as unfit for the instruction and guidance of the children of their love—children who, at no distant day, must become the rulers and lawgivers of the State, and the custodians of all that we now hold dear and sacred, our homes, our country, Christianity, and the Bible.

I would not force the attendance of scholars, against their parents' or guardians' will, on the exercises of reading the Scriptures and offering prayer. The conscientious scruples of men are always deserving of respect; and no School Board, or liberal community, would wish to be arbitrary or overbearing in matters of conscience. In all such differences of opinion, there are necessarily two parties, and each have their rights, and these should be equally respected, so far as it is possible to do so. Where there are any honest objections to such exercises—and the School Board should be the judge in such cases—then it might be advisable to have these exercises conducted a little before the regular hour for opening the school, as I learn has been the case in the Watertown schools, or if in school hours,

that such scholars might be permitted to retire; so that the children and wards of parents and guardians conscientiously objecting to their attendance on these exercises, might not be compelled to be present.

If a majority of the School Board prefer to have the common version of the Bible read in school, it is their right to claim their preference; if a majority prefer to have the Douay or Catholic edition read, it is their equal right to have it—but, in a matter of this kind, the Board, in fairness and justice, should faithfully represent the wishes of the district. But let the Bible be read, whatever be the version, reverently and impressively, and the blessing of the God of the Bible will never fail to attend it.

If the teacher sees proper, with the consent or approval of the School Board to make remarks to his school of a moral character and application, he should be extremely cautious and not travel out of his way to lug in any thing that could, even by the most fastidious, be construed into a sectarian tendency. Such conduct would be bigoted, uncalled for and unjustifiable—a direct infringement of the Constitution, and a violation of all confidence reposed by the district in the judgment and propriety of the teacher; and would, in my opinion, be sufficient cause for his dismissal.

Thousands and tens of thousands of judicious teachers, in the Old World and the New, constantly impart moral instruction to their pupils, without ever once obtruding, or desiring to obtrude, their views or opinions upon religious tenets or sectarian differences. I should have no fear of any such narrow-minded obtrusion, and violation of good faith, in the teachers of Wisconsin; while on the one hand, to carry out the true spirit of moral instruction, on all suitable occasions, devoid of all sectarian tendencies, would, beyond all question, make the most enduring beneficial impressions. It would be folly, nay, worse than folly, to say that no moral instruction whatever should be given in our public schools. It is done every day, in every school in the land—for nearly every text-book, from the primary reader to the higher works on philosophy, geology, and intellectual science, convey, very properly, more or less moral instruction, and none think of branding them as sectarian.

But you may ask, may not a majority of the School Board, if they see fit, utterly refuse to tolerate the Bible, prayer, and moral instruction in the public school? We might obstinately and insanely refuse food for our perishing bodies, as well as for our craving, immortal minds, but we should only spite and injure ourselves by so rash and suicidal an act. I have no doubt the Board might legally thrust the Bible from the school house, and stifle the voice of prayer, for these are not among the studies specially prescribed by law; but they may very properly be regarded as among the "such other branches of education as may be determined upon by the

Board," as the law allows, if the Board think proper, to include them. The district Board, too, under the advice of the Superintendent of Public Instruction, have power to determine the text-books to be used; and I should ever feel bound to regard with special favor the use of the Bible in public schools, as pre-eminently first in importance among text-books for teaching the noblest principles virtue, morality, patriotism and good order—love and reverence for God—charity and good will to man. Very respectfully,

LYMAN C. DRAPER,
Supt. of Public Instruction.

Home Department.

MOTHER, LET US PRAY!

The shutters began to rattle, and the doors began to slam, and, as the mother raised her eyes from the book over which she was poring, dark clouds of the rising tempest met her view. Her little son of seven years was sitting near the window, and had been silently and timidly watching the gathering tempest—the lightning now dashed fiercely through the air, and the muttering sounds of distant thunder had become the near report of heavy artillery.

"Mother, let us pray!" said the little boy.

"Will *you* pray, my son?"

"Yes ma'am," said the child.

And then by the couch knelt they both, while the young heart, conscious of its dependence upon God, sent forth its innocent offering, and implored protection for those he loved.

Oh! how beautiful it is to see children recognize the power of God every where! How *necessary* that they should study and respect His laws, in order to become good and honored citizens! How indispensable to happiness and prosperity is that influence which flows through a recognition of the relation existing between our heavenly Father, and his intelligent offspring. Father, mother, teacher, *pray*. H. S. Z.

MODESTY PREFERRED TO DEATH.

Lieutenant Hebersham, in his letters from the East to the Philadelphia *Ledger*, thus recounts the circumstances upon which the celebrated romance of "Paul and Virginia" was founded, which may be new to some of our readers:

"Mademoiselle Caillon, aged eighteen, and very beautiful, was returning from France to Mauritius. M. Montendre was a passenger by the same vessel, and they naturally fell desperately in love. The vessel was wrecked very near Port Louis, and most of the passengers and crew were lost. The lovers were on the ship's forecastle, among others, with the sea breaking threateningly around them; others of the crew and passengers were aft on the quarter deck. Many were, it seems, trying to save themselves in one way and another, some of whom eventually succeeded. M. Montendre might have been among the latter, but he would not make the attempt unless Mdlle. Caillon would accompany him. This the lady shrank from, as it would necessitate *the removal of her apparel.* In pain the gentleman implored her to resort to it as the only means of escape—*her resolution remained unshaken.*

"Very well," he ended, sadly, "I will die with you!" And the green waves washed mercilessly over them as with a winding sheet. They were never seen more. Such was the death of "Paul and Virginia." When last seen he was standing erect, with his strong arms folded over a hopeless breast, and she, with depending hand resting upon his neck, and eyes of despairing love lifted to the averted ones of him who could no longer save her.

"There is something grand in this piece of self-devotion, something sublimely beautiful in the purity of this modesty, which shrank from indelicacy, but not from death.—*Janesville Gazette and Free Press.*

A well-known political economist says:

"We pay best those who destroy us—generals; second, those who cheat us—politicians and quacks; third, those who amuse us—singers and musicians; and least of all, those who instruct us—authors, schoolmasters and editors."

THE BUILDERS.

All are architects of Fate,
  Working in these walls of time;
Some with massive deeds and great,
  Some with ornaments of rhyme.

Nothing useless is, or low;
  Each thing in its place is best;
And what seems but idle show
  Strengthens and supports the rest.

For the structure that we raise,
  Time is with materials filled;
Our to-days' and yesterdays'
  Are the blocks with which we build.

Truly shape and fashion these;
  Leave no yawning gaps between;
Think not because no man sees,
  Such things will remain unseen.

In the elder days of art
  Builders wrought with greatest care
Each minute and unseen part;
  For the gods see every where.

Let us do our work as well,
  Both the unseen and the seen;
Make the house, where gods may dwell,
  Beautiful, entire, and clean,

Else our lives are incomplete,
  Standing in these walls of time,
Broken stairways where the feet
  Stumble as they seek to climb.

Build to-day, then, strong and sure,
  With a firm and ample base;
And ascending and secure
  Shall to-morrow find its place.

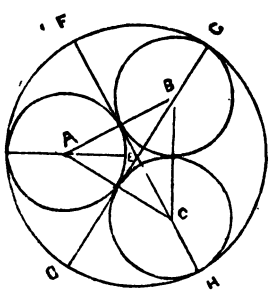
Thus alone can we attain
  To those turrets, where the eye
Sees the world as one vast plain,
  And one boundless reach of sky.—*Longfellow.*

Mathematical Department.

We have not received correct solutions of problems No. 1 and 2 (August Number.) Will our friends prove their answers before they forward them to us? No. 1 presents a case which occurs very often in business transactions, and is worthy the attention of every teacher who wishes to make his pupils practical business men. The question is simply this—what must be paid for the mortgage described in the problem, in order to realize 12 per cent. annual interest on the money invested.

We have received the following solution of No. 8.

In the accompanying figure let A B C be the centers of the small circles, and E the center of the large circle. Join the centers of the small circles by right lines forming an equilateral triangle, each side of which is equal to the diameter of the small circles. Let r = the radius of the small circles, and R that of the large circle. The area of the triangle A B C is $r^2\sqrt{3}$ in terms of its sides. It is also evident from the figure that its area is equal to half the area of one of the small circles, plus the triangular area at the center, or $\frac{1}{2}r^2\square + 160$ r'ds, in wh'h $\square$ represents the ratio of the circumference to the diameter. Hence $r^2\sqrt{3} = \frac{1}{2}r^2\square + 10$, and $2\sqrt{3}\,r^2 = r^2\square + 320$, and



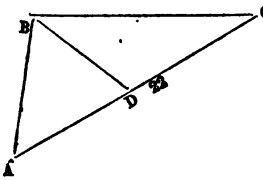
$r^2 = \sqrt{\frac{320}{2\sqrt{3} - \square}} = 31{,}49947$ rods, the radius of the smaller circles.

The center of the large circle is evidently upon the line F H, and also upon the line D G. It is, therefore, at their intersection, E. Hence R = $r + \text{C E} = r + \frac{2}{3}\,\text{C R} = r + \frac{2\sqrt{3}r}{3} = r + r\left(\frac{2\sqrt{3}r}{3}\right) = 31{,}49947 \times 2{,}1547 =$ 67,8709 rods radius of the large circle.

The above solution is by J. M. Ingalls.

A. W. Whitcom sends the following solution to problem 4:

Let x = B D, and y=A D, and A= the angle B A C. From the formula for the cosine of an angle in terms of the sides of the triangle we have



$x^2 = 6^2+y^2 - 2\cdot6\cdot7\cdot$ cosine A, or $x^2 - y^2+12$ cos. A $y=36$ (1.)

Again by the rates of travel we have $\frac{x}{3}+\frac{x}{4}=3$ from which $x^2=\frac{1296-288y+16y^2.}{9}$

This value of x^2 in (1) gives $7y^2-(288-108$ cos. A) $y=-972$ (2). The cosine A found from the sides of the triangle is $\frac{5}{11}=$, 45. Hence (2) becomes $7y^2 - \frac{2628y}{11} = -972$, and $y = 4{,}7217 =$ A D. This value of y in (1) gives $x = 5{,}7044 =$ B D.

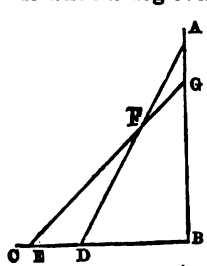
Solution of Problem 5th, Sept. Number.—Let $3x$= the longer side in feet, and $2x$= the shorter side in feet. Then $\frac{6x^2}{43560}$ = the area of the meadow in acres. Multiplying by 6 and 2 gives $\frac{x^2}{605}$ = twice the breadth of swaths. Hence $3x - \frac{x^2}{605} = 2x$ by the problem.

Dividing by x and reducing, we have $x = 605$ ft. From which the area of the meadow is found to be equal to 50,416 acres.—*Ans.*

September 10*th*, 1858. L. C.

Problems.

No. 6.—A dog pursues a fox—the fox is 40 rods due north of the dog, running on a straight line, north 33° 45′ east, 10 miles per hour. The dog directing his course toward the fox, runs 15 miles per hour. In what time will the dog overtake the fox?



No. 7. Let A B be perpendicular to B C. Let A D = 30 feet, and B D = 10 feet. Required to find B E, and B G, when E G = A D and A F = $\frac{1}{2}$A D.

No. 8. $Gx = 3 \frac{2}{\sqrt{x}}$ to find x.

Editorial Miscellany.

We give this month the excellent address of Prof. Conover, delivered by him at the late meeting of the Teacher's Association, and we recommend it to our readers as a clear and forcible exposition of what a school system should be, and by what agency it should be established and supported. That our present system is essentially defective, is conceded by all who have paid any attention to its workings; still there are differences of opinion as to what shall be done to render it efficient and worthy of the support of all classes in the State.

All agree, however, in demanding better qualified teachers, and more efficient supervision of the schools. In our next issue we shall give the report of the committtee on the revision of the school laws, and an essay on Normal Schools, read at the late meeting of the Association, accompanying them with such further statements and illustrations as the subject may seem to demand.

Correction—An article entitled, "Schools in Sauk Co.," was published in the August Number of the *Journal*, which, as it was dated "Baraboo," etc., was calculated to convey a wrong impression, and mislead our readers in regard to the locality treated of in said communication. On the appearance of the article the author immediately forwarded, to this office, a statement that the town of Baraboo was not the one referred to, that the mistake in the heading arose from the fact that Baraboo is the office at which the writer receives his mail matter, and that he is accustomed to date his letters at the same place.

This correction should have appeared in the September Number, but it was inadvertently and unintentionally omitted, thus doing injustice to the writer of the article and the village and town of Baraboo.

We owe both parties an apology for our carelessness in neglecting to make the correction last month, but we do not regret the omission very much so far as the town is concerned, as it has caused the publication of a communication in the Baraboo *Republic*, by Mr. A. L. Burnham, setting his town right in the matter, from which we learn that

"The people of Baraboo are as much interested in the cause of education as those of any other town in the State. They have good schools in every district, a good Union School in the village, at which 256 pupils have attended during the past term, a Female Seminary, and a Seminary for both sexes; and they do not relish having the idea go abroad that they are doing nothing for the cause of education."

We ought to state further, in justice to the writer of the communication in the *Journal*, that the heading, "Schools in Sauk Co.," was not prefixed by him, but

was done in this office, simply to call attention to the article, and that no reference was had to any other town than the one in which the writer resided.

We learn from a communication sent us by Mr. A. T. Hubbard, Supt. of schools in the town of Fremont, Crawford Co., that they are "making good progress in the cause of education, considering the newness of the settlement, and the many kinds of people composing it. Three years since there were not enough people within the limits of the town to form a convenient school district. Now we have eleven districts formed, and have had seven schools in operation, with over two hundred scholars drawing public money."

Black River Falls, Jackson Co.—A new school-house is to be built in this village, this fall. It is to be twenty-six by thirty-eight feet, two stories high, and will be finished in time for the winter schools. It is to cost $1000,

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Prairie du Chien.—We clip the following from the *Leader*:

"It is matter of congratulation that the buildings erected in our city the present season, for the greater part are of a most substantial and tasteful order. Among these none are more deserving of notice than the stone school-house, in the 1st District, the outside of which is now completed. It is, unquestionably, the finest public building in our city; and its inside finish, and the style in which it is to be furnished, will place it among the first school edifices of the State. The dimensions of the house are: 54 by 34 feet on the ground; 30½ feet in hight to the eaves, and to the top of the cupola some 20 feet higher. It is built of Prairie du Chien stone; and will cost about $3000.

"At the prices paid for work last year, it would have cost at least $2000 more; and even now, perhaps, no other building on the Prairie has cost less, proportionally, than this. The contract for the erection of the walls, let to Mr. Ashbel Gates, was far below the usual rates; and much credit is due that gentleman from the fact that, so far from slighting his work to bring its cost within his bid, he has at a loss to himself, executed it in a manner deserving of the highest commendation."

Dr. Jas. H. M'Goffin.—We learn that this gentleman (who has been residing during the past year at Clarksville, Tenn.) has returned to Waukesha, the scene of his former labors in this State, and takes charge of the public school in that village. The success which has heretofore attended his efforts as a teacher is a sufficient guarantee that he will accomplish much good in his present position.

Milwaukee.—Prof. E. P. Larkin, of New York, has taken charge of the second ward High School, which went into operation on the 20th ult. Milwaukee is making great advancement in the cause of popular education and the other cities of the State must look to their laurels, be vigilant and zealous, or our first commercial and manufacturing city will soon be first in the matter of education.

Prof. A. C. Spicer, so long known as the enterprising principal of Milton Academy, has retired from the institution, and is at present making a tour through the Western territories. The faculty at present consists of—

Rev. W. C WHITFORD, A.M., Prof. of Mental and Moral Philosophy, and Natural Sciences.

A. WHITFORD, A. B., Professor of Latin and Greek Languages.

— — — Mathematics.

W. H. CLARKE, Professor of Instrumental Music.

S. S. ROCKWOOD, Tutor in Mathematics.

Mrs. C. C. WHITFORD, Teacher in the English Department.

Miss F. A. HAWLEY, Teacher of French and Drawing.

The following notice, received early last month, is of a kind not heretofore found in our columns:

MARRIED—On the 24th ult., at the residence of the bride's father, by the Rev. E. Tucker, of Ripon, W. A. Gordon, M.D., of Wausau, to Miss S. Steele, of Nepeuskun.

Miss Steele was well known by many in this State as a talented and accomplished lady, and a very successful teacher, and if, as we suppose, in changing her name she leaves the teacher's ranks, we can truly say, that what is our loss, is Mr. G.'s gain. That their future may be prosperous, useful, and happy, is our earnest prayer.

TEACHERS' ASSOCIATION.—The Marquette County Teachers' Association will hold an Institute in the village of Princeton, during the week commencing October 7th, 1848. The teachers and friends of education are solicited to attend.

OSHKOSH.—We learn that the schools in this city are in a prosperous condition, and the erection of suitable buildings to accommodate them is now a matter of discussion among the people. They have as beautiful a site for a union schoolhouse as any city in the State, and we trust that within a year it will be occupied by a building which will be an ornament to the city, and a standing testimonial of the interest felt by the citizens in the cause of popular education. Mr. J. E. Munger is principal of the High School department, assisted by Miss Seavey. Miss Cowden is in the same building, in charge of the intermediate department: Mr. W. Jordan has charge of the school on the south side of the river, Miss Ward of the school in the 5th ward (formerly Algoma), and Miss Skinner of the primary department, in connection with the high school. The Principal has been appointed Deputy Superintendent, or rather, "Superintendent of Instruction," with power to classify, grade, and arrange the schools, and we expect to find in the future, a better state of things than has existed for a year or two past.

We call the attention of our readers to our advertising pages this month. Sheldon, Blakeman, & Co, have a new page, Barnes & Co., and Ivison & Phinney, two pages each, Geo. Sherwood a new page, Strickland & Co. one page, R. H. Hunt,

agent for Quaker City Sewing Machine, ¼ page, Brown & Holt, Designers and Wood and Metal Engravers, ½ page. We have not room to notice the new books advertised, but teachers and school boards will do well to examine our pages with a view to future selections. The Eastern firms advertising with us are so well known that any particular notice of them is unnecessary, but many of our readers are not aware that Messrs. Strickland & Co., of Milwaukee (who were driven out of Mobile for having a few copies of "Uncle Tom's Cabin" in their possession) have the largest stock of books and stationery in the State, which they will sell at prices to suit the times. Call on them, or send them an order for books, and see if you are not convinced that they are worthy of your patronage.

Districts erecting school-houses will do well to send to Geo. Sherwood, of Chicago, for furniture and apparatus, as he is agent for the celebrated Boston school-desks and seats, and also furnishes maps, charts, globes, ink-wells, etc.

Persons in want of sewing machines can see several kinds of cheap and good double-thread machines, by calling on Mr. Hunt, in Milwaukee. There will be a good opportunity to examine the different kinds of machines at the State Fair, which is to be held at Madison from the fourth to the eighth inst.

We have received a communication from Superintendent Hills, of Freedom, Sauk Co., in reference to the article headed "Schools in Sauk Co.," in the August No. but have no room for it this month. Will give it next month.

PROCEEDINGS OF THE GRANT COUNTY TEACHERS' ASSOCIATION,

HELD AT LANCASTER, AUGUST 13TH.

PURSUANT to a previous call, a number of the teachers of this county met at the hall of the Institute, in Lancaster, on Friday the 13th instant, for the purpose of organizing a "County Teachers' Association." The meeting was organized by calling Hon. H. Robbins, of Platteville, to the chair, and appointing I. H. Miller Secretary. After some preliminary business had been attended to, the following committees were appointed, viz.:

To propose a constitution for the government of the Association, Messrs. I. H. Miller, D. Parsons, and S. Page.

To report permanent officers, Messrs. A. J. Truman, Richard Carter, and Miss Etta Page.

To prepare resolutions, Messrs. H. Robbins, Wm. H. Palmer, and Miss Laura Wilson.

To confer with the editor of the Grant Co. *Herald*, in regard to obtaining one column in that paper as a medium of the Association—S. Page.

After a short address by Prof. Parsons, the meeting adjourned to meet at two o'clock, P.M.

AFTERNOON SESSION.

The Association was called to order at two o'clock by the Chairman. The committee on constitution reported. Report received and committee discharged. The constitution was taken up, article by article, discussed, amended, and adopted, and is as follows:

(We are obliged to omit the constitution for want of room.)

The Committee appointed to select permanent officers for the Association, submited their report, which was received and adopted, and is as follows:

President—S. PAGE.

Corresponding Secretary—I. H. MILLER.

Recording Secretary—RICHARD CARTER.

Treasurer—WM. H. PALMER.

Committee on Text-Books—J. Loughran, J. L. Pickard, D. Parsons, H. Robbins, S. Page.

The committee appointed to confer with the editor of the Grant Co. *Herald*, reported that the editor, Mr. Cover, was willing to place one column of the paper under the exclusive control of the Association.

On motion, I. H. Miller, D. Parsons, S. Page, and J. Loughran, were appointed a committee to take charge of this department of the *Herald*, each to serve three months.

The Committee on Resolutions reported. Report received. The resolutions were then discussed, amended, and adopted, and are as follows:

Resolved, That in view of the high responsibilities of the teachers' profession, we will do all in our power to make it such as shall command the respect and admiration of the friends of education.

Resolved, That a stricter regard should be paid by Town Superintendents to the proper moral and mental qualifications of teachers. Also, that so long as our laws remain unchanged in providing for the election of Town Superintendents, we earnestly recommend to the people, at their annual town meetings, to elect their most worthy, competent, and best men for school superintendents.

Resolved, That every patron of a school is under obligations to the teacher of his children, to the school which they attend, and to the other patrons of the same school, to attend to the following articles, viz.: to give the teacher no pupils that are not teachable; to secure the daily and hourly attendance of every child going to school; to give the teacher good rooms and apparatus, and a uniformity of text-books; and to render all necessary aid in securing perfect lessons and willing obedience.

Resolved, That we despair of ever making a model school—a school that shall be the pride of the teacher, the pride of the scholar, and the pride of the community, without we have the hearty co-operation and living enthusiasm of every patron, and unity of action among them.

Resolved, That we believe the cause of education in this State would be promoted by abolishing the present system of town supervision, and adopting a system of county supervision.

Resolved, That our school law should be so amended as to prohibit children, under six years of age, from attending the public schools.

Resolved, That this Association hold a Teacher's Institute, each year, of one week's session, and that it is the absolute duty of every teacher in the county to attend said Institute.

Resolved, That whether county, village, Academic, Union School, or Collegiate teacher, it is the sacred duty of every one to be thoroughly qualified for the business, and that one who teaches merely for money does not deserve the *name* of *teacher*.

Resolved, That we tender our thanks to the citizens of Lancaster, for their kindness and hospitality in finding accommodations for the teachers in attendance on this occasion, and for the lively interest they have manifested in the proceedings of this Association.

On motion the proceedings of the Association were ordered to be published in the Grant Co. *Herald*, and also in the Wisconsin *Journal of Education*.

The Association then adjourned to meet on the 2d Tuesday of September, proximo.

H. ROBBINS, *Chairman*.

I. H. MILLER, *Secretary*.

Literary Notices.

Natural Philosophy:

Principles of Chemistry:

Familiar Science. By David E. Wells, A.M., editor of the "Annual of Scientific Discovery," etc, etc. New York; Ivison & Phinney, 321 Broadway. Chicago; S. S. Griggs & Co., 111 Lake St.

We have examined the above books with some care, and we believe them to be valuable additions to our list of text-books. The Philosophy seems to be especially adapted to give clear views of the elements of physical science, with a practical application of its principles to the arts and employments of every-day life. It embodies the latest results of scientific discovery and research, is well arranged, and profusely illustrated. The subjects of heat and light have received particular attention, and a chapter is devoted to meteorology, in which the theory of dew, clouds, rain, snow, hail, winds, and meteoric phenomena generally, is graphically presented. The work is well calculated to aid in popularizing a branch of study which has been too much neglected in our common schools.

The chemistry seems to be prepared on the same general plan as the philosophy, and possesses the same merits. In the language of the preface, it aims "to furnish just that information which will prove most useful and practical in the employments and relations of life." Special care has also been taken to present

the very latest results of scientific discovery and research in this country and Europe, and to take advantage of the most approved methods of experimentation and instruction. An unusually large number of illustrations (240) has been introduced, with the double purpose of rendering the study of the science more intelligible and attractive to the pupil, and of facilitating the instructions of teachers, especially of those not enjoying the advantage of large apparatus."

The "Familiar Science" comprises a popular yet philosophical explanation of the various natural phenomena cognizable by our senses, and is worthy of a place in every man's library, giving, as it does, in a condensed form, the results of research and discovery in every department of scientific investigation. It is a book for the fireside of the farmer and the artizan, and its general introduction into school-district and town libraries, could not fail to be productive of much good.

University Algebra. By Charles Davies, LL.D., Professor of Mathematics in Columbia College. New York: A. S. Barnes & Co., 51 and 53 John Street.

This new work of Prof. Davies is designed to come between his elementary work and Bourdon, and it supplies what was hitherto lacking to complete the series. It is characterized by the clearness and conciseness which distinguish all Prof. Davies works, and is well adapted for use in advanced classes in our public and graded schools. The chapter on radicals is quite full and complete, and the general principles of equations are thoroughly discussed. We notice some omissions which detract from its value as an independent work, but as one of a series it is a valuable assistant to the teacher and guide for the pupil in this most interesting and pleasant study.

Fruit Culture: or, a Guide to the Cultivation and management of Fruit Trees, with descriptions of Fruits, and a variety of useful Miscellaneous Household Receipts fully illustrated. By Thos. Gregg. New York: Fowler & Wells, publishers. Price, by mail, paper, 30 cents; cloth, 50 cents.

Fruit culture has but just begun to receive the attention it deserves, and we gladly welcome this work, as the matter it contains is well calculated to aid and instruct, and consequently benefit the fruit-grower. Every person who has a tree, or ground enough for one to grow on, should read it. To be successful in fruit culture, as in any thing else, you must know how to do it; and this book gives much information one can not well do without. The price is so small that any one can afford it. There is no doubt but in all sections some fruits can be made profitable if judiciously cultivated.

A Descriptive Catalogue of Philosophical Instruments, manufactured and sold by N. B. Chamberlain, 280 Washington Street, Boston.

In this pamphlet of 70 pages is comprised a complete description of the various instruments used in illustrating and performing experiments in chemistry, neumatics, astronomy, optics, hydrostatics and hydraulics, magnetism, electricity, etc., with cuts of the most important ones, and a beautiful engraving of Chamberlain's American Air Pump for frontispiece. Private individuals or school boards needing any philosophical or mathematical instruments, will do well to correspond with the manufacturer, or J. H. Rolfe, agent, Chicago.

THE

Wisconsin Journal of Education.

VOL. III. NOVEMBER, 1858. NO. 5

REPORT ON THE REVISION OF THE SCHOOL LAW.

READ BEFORE THE WISCONSIN STATE TEACHERS' ASSOCIATION, AT ITS LATE MEETING AT PORTAGE CITY, BY A. PICKETT.

YOUR Committee have taken much pains to investigate, in order to lay before you the true condition of our schools, and the real worth of our school system. We have endeavored to apply the true test; have examined both the tree and its fruit. We have held two special sessions during the year, have held a continued correspondence with leading educators within and without the State, and have thus received many valuable suggestions.

We have received, either in full or in abstract, the school systems of the several States of the Union, of the British Provinces, and the more important of Europe.

By a careful comparison we discover in our system a few evident marks of inferiority, yet few systems, if any, more liberal and general. We seem to have among us every shade of variety and extreme. Massachusetts can scarcely boast of better schools, nor Egypt of poorer. As a whole, our schools appear to suffer but little when compared with those of older States. We also have evidence to believe that by proper exertion, with our superior natural advantages, we may hope even to excel. But this, by no means, should be the end of our ambition, nor should it give us an hour's rest. The public school is now every where sought, and every where praised, and "knowledge" is the cry. We seem to be as blind in our zeal for knowledge as for wealth, and seek to spread science among all classes, without considering whether it may result in good or evil.

We shall first examine our schools by examining their fruits. If man s a creature of education, the school should, to a great extent, be held ac-

countable for his character, and by his character we may justly judge the school, and by thus judging, we must conclude that the public school is but in embryo, or if in maturity, an institution of little value. We see a more universal but no better influence from the public than from the private school, and therefore, for the present, it will be just to consider them under the same head.

In all countries, as a whole, the school seems to have elevated man at his ordinary distance from perfection, and to have rendered the contest between truth and falsehood more terrible, but no more decisive.

The light of science enables men to see more clearly to perform their chosen deeds of good or evil, but exhibits no tendency to direct. Under its light war leaves ambush and takes the open field, drops the bow and arrow and takes the brass cannon, the stone tomahawk and takes the steel sword. Benevolence changes from the "widow's mite" to the rich man's pound. Covetousness from the desire of a neighbor's mocasins to the lust of a nation's treasures; swindling from a shave on a quarter deer skin to a quarter million; an Edwards sows a thousand acres to good seed, a Voltaire a thousand to evil, and thus speed is given to every imagination of man, and strength to every arm without discretion. In fact, it ever has been, and is still a proverb, that the learned are not the truly benevolent, the lovers of moral and religious truth.

Now, if this be true, and must remain a truth, it is enough to condemn entirely our system of education. It certainly has been, and yet remains to a great degree a truth. The followers of Christ were not, nor are they at present found among the more highly educated. If we would know the real worth of men we must weigh them in the scales of the Almighty; not with human scales. We well know how the world estimates both knowledge and wealth, and, too, that they are esteemed because they give power in the gratification of appetite, not because they really benefit man. Even a viper is said to love its own, yet must die when bitten by itself, so the world loves its own, but when bitten, complains sorely. The world is full of complaint, our public prints abound with reports of all manner of wickedness. The language is exhausted for terms; let us say what we will of man to-day, and to-morrow's issue from the press will corroborate all. And thus we stand, finding fault with an effect, and almost without considering the cause; cutting off the blaze without putting out the fire; sowing bad seed and then whining and howling about the fruit. Although the multitudes boast and see no evil, yet it is a serious question whether we are not really retarding, and unless those who can see open their eyes, we shall continue to retard. The school, instead of sharpening the spear and whetting the sword, should make the spear a pruning hook, and beat the sword into a plow share. And this we believe it may and will do, but never under our present customs.

It has become quite a popular notion that man is entirely a creature of education and of circumstances, and it doubtless is to a great degree, and if

so, how important that he be better educated; and we ought to be willing to spend our lives and fortunes to surround our children with a better class of circumstances. If our fathers were willing to lay down their lives and fortunes to secure for their children liberty, we ought to do no less that our children may preserve it.

If we discover such defects in man, such his deformity in character, it becomes us to examine more closely, and discover, if possible, wherein the school fails to meet his wants. We regard man as a complex being, having a physical, mental, moral, and religious nature, and that if deprived of any of these elements, he is no more man than water is water when deprived of one of its elements. As a watch is destroyed by destroying one of its wheels, so man by destroying one of his natures. As a chain is injured by injuring one of its links, so man by injuring one of his faculties. And again, by elevating one link or more in man's organization, and not the whole, we accomplish little or nothing. We therefore must conclude that man to fulfill the design of his creation, and enjoy fully the blessings in store for humanity, needs a just and equal development of all his faculties; and yet in our laws and customs we recognize him only as an intellectual being, and thereby loose almost the whole force of our labor for improvement. In our course of education we completely ignore the body. We treat it as a child does glass, as if it could not be broken. Necessity makes many a strong man, but education none, it only serves to make men women, and women helpless infants. Those who move in the open air, who labor in the field, or dwell in tents and fight our battles, can not be taken as evidence upon this point. We must look to those who have been the length and breadth of the public school and college, and among these we shall find but few who have been able to endure the course without material injury. There is really no need of argument upon this point. The case is already too evident. The puny hand, the pallid countenance, the feeble step, have decided the question. A thousand ghastly forms of evil disease walk among us unknown in the forests. One squaw possesses actually more strength and power of endurance than five ladies from the seminary, but what is worst of all, our system of education has rendered the body imbecile, until imbecility is courted as an accomplishment, and for a lady to be called strong and robust would be the height of disgrace. To be a lady is to be like a plant that grows in a cave, beyond the reach of sunshine. To be a gentleman is to make a great display of effeminate hands, to loll while sitting in the shade, to possess great horror for hard labor, to ever patronize the omnibus lines, and show great signs of fatigue on seeing a man chop wood. A singular, strange, but common result of our American system of instruction.

The intellect we give more notice, in fact, it receives almost our entire attention, the result of which we discover on all sides in the greatness of a thousand unparalleled projects, and in the success of ten thousand skillful inventions. But among the multitude this element in man is but little above its horizon. In the time of its principal growth it is placed in the

care of youth to be pruned, shaped, and directed by those who know little or nothing of its nature or wants. At the very time when the greatest skill and profoundest wisdom is needed the least, is sought. Its growth is also greatly impeded by neglecting the other element of human nature. It is well known that if we shatter the body we shatter the mind.

We next glance briefly at our treatment of the moral nature. This part should be strong; it is the pilot, and without it man is sure a wreck. Our laws and customs really require nothing upon this point. A code of laws is thrown around the pupil merely to hold him in check as a matter of convenience and necessity in this case, as we surround a wolf with iron bars to keep the animal at bay, without expecting to change his nature. These laws encroach upon the child's natural liberties, hold him in an unnatural and unhealthful position. They are, therefore, repulsive to his feelings and nature will out. All the rules of the school-room are broken day after day, for years. During the first years pupils may spend at least five-sixth of their time in gaining their lost liberties by overreaching the school laws. Teachers acknowledge themselves strict—incapable of securing either willing or unwilling obedience, and it is a great truth that should ever be remembered, that in the formation of character, unwilling obedience is equal to disobedience. It is well understood that scholars desire to transgress, and will at every opportunity. Honesty is not expected in the school. The teacher is unable to leave the room, or even turn the back for any length of time. Children at length become exceeding skillful in deception, and thus waste years of time in idleness and mischief behind their little fort, the desk, at the age when to steal a pin will have more effect upon the moral character than to steal a gold watch in after life. No ox is so stupid that if he break a fence three times a day for three weeks, he will not become breechy; no swine that if he opens a gate three times a day for three days, will forget the trick; and if a horse but runs away once, he is ever after looked upon with distrust. But children, stupid things, are not supposed to be injured by breaking ten rules ten times a day for years. Depend upon it, any teacher who is not able to secure obedience, or who does secure obedience merely for his own will, or, in other words, who is not able, in a great degree, to secure willing obedience, can not raise a school above a nuisance, for an honest fool is better than a learned knave. But the question comes, who is sufficient for this; who has the wisdom? Most likely any one; youth that will work cheap, any body, even low-priced mules, and sucking colts from the East. As long as we teach our children to break known laws, we shall have what we now have, a people full of law, yet completely lawless. All denounce profanity, yet more than three-fifths of our male adults use profane language. The use of tobacco is stigmatized as a most foul and injurious habit, yet more money is expended for tobacco than for schools. Although the multitude scorn the drunkard and despise the use of intoxicating drinks, yet more is expended for poor whisky and its kindred spirits

than would twice support all our schools. All men profess to love honesty yet we are surrounded and filled up with gamblers, bribers, the bribed, the swindler, lovers of ease, speculators, and in a word, with the multitude that know the Master's will but do it not. And we believe that this state of things is actually cherished by our schools.

In these days of advancement that man is designed a religious being is rather thought a stale notion. And, indeed, it would not be strange if after so much neglect the principle should have dwindled to insignificance. It is said that the Egyptian fowls hatched in ovens, loose their instinctive love for the mother bird, and the mother bird for the offspring. So men seem so long to have been hatched in ovens, that they have lost sight of their origin and respect for the Creator. But man without respect for the Creator, will not properly regard that which is created. That is, he that is without religion, is without true morality, and must be more or less a clog in the world. Although man without this link in his organization is no man, still in the days of childhood, when the heart is easily impressed, the teacher passes coldly by it as one who neither knows nor cares wheth, er he sows wheat or tares. But some would forbid us to speak in that name; sectarianism is the plea. Perhaps because there is sold so much poisonous drink we had better forbid our children also pure water, and so for fear of sectarianism forbid them the knowledged of God, forbid the teacher to call upon the name of God, and acknowledge in prayer Him who hath given life, who hath covered us with blessings, and surrounded us with beauty; perhaps instruct the teacher while he exhibits the beauties of earth, of ocean, of heaven, while he points to the skill and wisdom manifested in the creation of all things, to be silent about their origin, or merely call it all the exquisite order of nature. What an opportunity is here presented for the teacher, as it were, to breathe into the hearts of children, and cause to grow there a sincere respect and love for the Supreme Being.

But let our customs and systems be so changed, and our teachers so elevated, that in our schools children may receive a good physical development, sound intellectual culture, and learn self-reliance and self-government, or, in other words, learn to yield willing obedience to just rules, and have the heart filled with a love of Him who gives the daily bread, and there will grow in every bosom a soil that will receive the good seed and bring forth thirty, sixty, or an hundred fold.

We believe, therefore, that the harmonious devolopment of man's entire nature should be the motto of every teacher, and the end and aim of every system of education. Still this is a work never yet undertaken except in isolated cases in private enterprises. The gymnasium changes man from an inferior to a superior animal, and fits him for the circus and for war. The China and Pharisaic schools, although under the name of religion, are mere schools of morality, and produce tyranical hypocritical aristocrats

The French school for the intellect produces the infidel philosopher, the lovers of ease and fashion, the followers of passion.

The Jesuit carried the cross and the name of Christ over these prairies and through these forests more than two hundred years ago, which to the wild tribes proved but little better than the plague. All experience in missionary life proves that religion alone will never elevate a nation.

We, therefore, need no one of these, but a school that will combine all, and alike develop all the faculties of the human being. Such a school produced a Washington, and the want of such a Burr.

This is a great undertaking, and an end to which we can only approximate as we may approximate to human perfection, and no less deserves the energy of our lives, for the one is the cause, the other the effect.

In order to make a beginning in this direction we suggest the following:

(*See September Number of the Journal, page* 89.)

ESSAY ON NORMAL SCHOOLS.

READ BEFORE THE STATE TEACHERS' ASSOCIATION, AT PORTAGE, AUGUST 8, 1858, BY REV. J. B. PRADT, MEMBER OF THE COMMITTEE ON THE "REVISION OF THE SCHOOL LAWS."*

THE division of labor, and the special training of individuals for particular vocations, though indications of human imperfection, are also characteristic marks of human civilization. The establishment of institutions for the training of teachers, in the larger sense of the term, is not entirely modern. The ancient schools of the Hebrew Prophets and of Christian Theology, and, to some extent, those of Heathen Philosophy, come under this general head. All seats of Professional Learning, indeed, inasmuch as they imply the recognition of law or rule in the instruction they impart may be called Normal Schools. But as COMMON SCHOOLS, for children of all classes, are a peculiar developement of modern civilization and philanthropy, so the Normal School, technically so called, is a necessity which has grown out of the Common School.

The origin of modern schools is deduced by Mr. BARNARD from the benificent influence of the Christian Religion, to which we may add, that the intelligence to perceive their necessity, and to establish them successfully, was a result of that great awakening of the human mind which attended

* The Essay was read as a continuation of the Report on the General Subject entrusted to the Committee; the Report itself not embracing the topic of Normal Schools

the Reformation. Similar remarks apply to the origin of efforts to provide schools with suitable teachers; and to Germany belongs the honor of the first steps, in these as in many other paths of human advancement. "Here," says the indefatigable laborer in the cause of schools just named, "education first assumed the form and name of a science; and the art of teaching and training children was first taught systematically, in seminaries established for this special purpose.

The name of LUTHER stands conspicuous as a Reformer in Education, as well as Religion. In connection with Melancthon, he laid the foundation of the school system of Saxony, which was the germ, and has furnished substantially the plan of all the German school systems. He directed his labors, however, to the improvement of teachers as well as schools, and his efforts were continued by Trotzendorf, Sturm, Neander, and various others, who established the first institutions known as Normal Schools.—These good and learned men, though actuated chiefly by philanthropic motives, saw, evidently, also, what many of our modern college doctors and men of learning do not seem to perceive,—namely, that the wisest systems and widest diffusions of primary instruction, furnish the best guaranty for the success and honor of the higher institutions of learning; that the cause of the common school is the cause of the college and the university. Neander was, for forty years, the honored head of the University of Ilferdt, and one of the earliest dates which I find affixed to the opening of Normal Schools, is that of the one established by him in that city, in 1570. The first Normal School in France was opened by La Salle, at Rheims, in 1581.

But these Normal Schools of the 16th century were not Training Schools properly so called; they were merely *model* or *pattern* schools, and were designed to instruct persons how to teach, not by precept, but by example. It also appears that many of the pupils instructed in these schools afterwards engaged in teaching.

The Normal school of the present day, however, though usually having connected with it a model school, or school of practice, has for its distinguishing feature the giving of special instruction, to pupil-teachers, in the science and art of teaching. But inasmuch as those young persons who resort to these schools for this purpose have not usually passed through any extended course of previous study, it happens that our existing Normal Schools are of a mixed character. The pupil-teacher is still learning n their highest stages, those things which he is hereafter to teach, in more elementary forms. Such, then, is the second, the present stage of the Normal; but which needs for its completion a third phase, which I wil hereafter describe.

The first Normal school, of the ordinary existing type, was established by the Philanthropist FRANKE, at Halle, early in the 18th century, or more than 100 years after the founding of the first Model Schools, by Neander and others, and about 150 years ago. The School at Halle has been fol-

lowed by many others in Germany, until there are now in that country including Prussia, not less than one hundred and twenty-five.

By a singular coincidence, the first Training School for teachers in France, was established at Rheims in 1794; but after an interval of more than 200 years from the opening of the model school in the same town by La Salle. It is also a noticeable fact that this training school was designed, not for ordinary teachers, but for the education of professors for Colleges and the higher Seminaries. This was a long stride in advance, and one that may furnish us with a valuable hint. The first school in France for the training of elementary teachers was opened sixteen years later, at Strasburg, and was borrowed, probably, from German example. It is but just to observe, however, that the sagacious mind of Bonaparte had perceived the importance of these institutions, and that they were comprehended in his plans of public education. At the present time, the number of Normal schools in France is about one hundred. Switzerland, long noted for her enlightened interest in public education, has, in efficient operation, not less than thirteen Normal Schools. Holland, Sweden, and Denmark also have similar institutions. Their introduction into England took place in 1805. There are now in the British Islands upwards of forty. No enlightened country of Europe, indeed, is without them. The Normal School is there regarded as an indispensable part of every efficient system of education. There are in Europe, at this time, about three hundred such schools. Even despotic Russia, which had scarcely emerged from barbarism when Shakspeare and Milton wrote, has taken far more decided steps than we yet have done, to provide her schools with suitable teachers.

In this country, Normal Schools are of a much more recent establishment than in Europe, and are much lass widely diffused. As Massachusetts was the first among our States to provide common schools for her children, so she was the first to institute measures to provide her schools with competent teachers. The first Normal School on this continent was opened at Lexington, Mass., in 1839; and that enlightened State has now four such schools, two of them being for females only. New York followed Massachusetts, and established a Normal School at Albany in 1844; Connecticut one at New Britain in 1850; Michigan one at Ypsilanti in 1853; Rhode Island one at Providence in 1854; New Jersey one in 1855; Kentucky one in 1856, and Illinois one in 1857; and other States are taking preliminary steps in the same direction. As yet, however, the number of such institutions is totally inadequate to the wants of the schools. The amount of provision needed to supply their wants will be noticed in another place. It should not be forgotten, in this connection, that several of our large cities have moved in this matter. Philadelphia in particular, whose system of public education is very efficient, has, long since, made good provisions for the instruction of her teachers.

The British Provinces to the north of us are also awake to the importance of Normal Schools. One of the best schools of the kind on the

continent is to be found at Toronto, in Canada West, and was established in 1847. Two experimental training schools were opened in New Brunswick in 1848, and united in one permanent institution in 1850. There is a similar school in Canada East, and of quite recent establishment, in Prince Edward's Island. Indeed, British America, in proportion to her population, is better supplied with Normal Schools than our own States.

Thus far I have noticed only those schools which have been founded as State or public institutions, and by the aid, wholly or in part, of appropriations of public money. In some instances, as in Massachusetts and New Jersey, private munificence and local liberality have rendered further assistance. In Ohio we have examples of a different kind. Two Normal Schools have been opened there under the patronage and control of the State Teachers' Association; and one of them, the McNeely School, by the aid, in part, of the munificence of the gentleman whose name it bears. Pennsylvania has provided, by legislative endowment, for a magnificent system of twelve Normal Schools, the State being divided into twelve Normal Districts for that purpose. The success of the plan depends, however, for its realization, upon the enlisting of private enterprise and local liberality. Thus far the plan promises well. Several schools are understood to be nearly ready for recognition as State Institutions.

The whole number of Normal Schools in the United States is about twenty; and these exhibit no great variety in their internal organization, and no radical difference from those of Europe. It is hardly to be supposed that, in establishing Normal Schools in our own State, we can profitably depart very widely from plans which are based upon an experience of a hundred and fifty years. Nevertheless, the wise builder conforms his structure somewhat to the circumstances in which he is placed; and in reconstructing and enlarging our Common School System, in this as in other respects, it will be well for us to be governed by the same rule.

One of the most obvious defects in the practical results of our schools is that they do not furnish any adequate amount or course of discipline and instruction for our youth. There are exceptions, indeed, in some of our cities and villages; but we need everywhere, and accessible to all our, youth, not only such schools as impart the primary elements of learning, but those which carry the pupil forward at last to the point where professional education begins; schools where they shall come in contact with the awakening influences of science, and, above all, where they shall receive such a training as shall fit them, in some degree, with the blessing of heaven, to comprehend and fulfil the duties of after life. A plan for the general introduction of such schools has been submitted by a commit- which has just reported to this body.

But these schools must be supplied with high-trained and well trained, Christian, gentlemanly teachers; teachers who shall occupy a position, second only to that of the teachers of religion; and far more honorable than that of those so called religious teachers who descend from the dig-

nity and sacred functions of their place to dabble in the dirty and turbid pool of partizan politics.

Now, to furnish such teachers we need a Normal School of a correspondingly high character; a school that should be founded and munificently endowed by the State. We need such a school far more than we need more expanded halls at tne Capital of the State, where venal legislators and corrupt voters may succumb to bribery, and destroy the credit and prosperity of the Commonwealth. We need such teachers that they may impress upon the young the conviction that moral integrity is infinitely more important than intellectual greatness or worldly success; and that they may aid in forming the minds of our future legislators and rulers to manliness and virtue.

Even for the present supply of our principal teachers, we are obliged in some measure, to look abroad; and we ought at once to have in training our own young men and women, who have the gift and call of the teacher, to supply the greatly increased demand for superior teachers that will arise during the next few years.

It may be said, indeed, that we should improve the more elementary features of our schools before we attempt to establish an extensive system of high schools. To this it may be replied, that a majority of our youth now go from home, or resort to private schools for those advantages which the public schools do not generally afford; and that a still larger number are repressed in intellectual and moral development, because they soon go as far as their teacher can go with them, and have no higher advantages at their eommand. Moreover, there is needed precisely this agency in connection with a proper corps of school officers throughout the State, to develope and form a proper school sentiment, or what the Germans call "school-obligation," and to effect the needed improvements in the primary schools. It may be true, in a certain sense, as remarked by the present Secretary of the Board of Education in Massachusetts, that our common schools are, in the long run, what the people choose to make them; but at the same time, a great reflex influence is produced by enlightened school officers and teachers.

But the schools which we have exhibit many defects. With a few exceptions, in our larger towns, pupils of all ages and degrees of advancement are instructed by one and the same teacher; and these teachers, in a majority of cases, are but poorly qualified for the duties which they undertake to discharge.

The general introduction of high schools would have an immediate influence in remedying these defects. First, it would, in some degree, grade the schools. The advanced pupils of all the local districts being collected in a central high school, the younger pupils would be left by themselves. It may be held that the progress of enlightenment would at the same time abolish our apologies for school-houses, increase the size and diminish the number of the local districts, and divide the schools into two departments

in separate rooms, under different teachers. These schools should uniformly be taught by females; not because it might be possible to procure their services for less money, but because they are best fitted to be the instructors of children.*

The central High School should also, in a certain sense, be a Normal School for the town. At proper intervals the local teachers should assemble under the principal teacher for mutual instruction and sympathy while the smaller children of the neighborhood, gathered in primary and secondary departments, in the high-school edifice, should, at all times, constitute a model school for the guidance of the other schools in the town. Under a system like this the desire to teach would be more readily awakened, and an aptitude for the calling more readily discovered, among the pupils themselves. This desire should be encouraged; especially, by allowing such pupils, as advanced members of the high school, to join the teachers' class of the town.

But all this, though it would greatly improve both the schools and their teachers, would not accomplish all that is necessary. The teachers of our primary schools should be well trained for their work. No mistake can be greater than to suppose that a person who has just ceased to be a child, who has mastered but the elements of learning, and gained no experience in the world, is fitted to teach a primary school. Such a person may usefully aid the child, indeed, in learning to read and write; but to impart even the elements of learning properly, requires wisdom and experience; and when we reflect that this is the least part of the teacher's office; that the discipline of mind and heart which the child receives, is the important consideration; that the moral influence and example of the teacher, for good or evil, is almost indelible; we shall, readily admit that it is of the utmost consequence into whose hands we consign our children, and cannot but feel that she who is daily to supply the place of parent to the gathered lambs of many a domestic flock, should be possessed of rare gifts, and well trained for her place.

It is not necessary, however, that this class of teachers should possess the same order and degree of scientific attainments, or even strictly professional acquirements, as those in higher schools. He who is to fabricate the delicate watch spring, or surgeon's instrument, although he may require peculiar firmness of muscle, and steadiness of nerve, does not, therefore, require to have learned, also, how to forge anchors, or to construct a

*The reader is referred to Mr. Palmer's Prize Essay on the subject of Central High Schools, and to the plans recommended by Mr. MANN and Mr. BARNARD. Quotations from these documents will be found in first annual Report of the first State Superintendent, Hon. E. ROOT.

steam engine. I do not intend to imply that primary school teachers should not be highly educated, but that they do not absolutely require a knowledge of all science, or of all the details of teaching branches beyond their sphere. But were it otherwise, it is in vain to expect that teachers of the highest qualifications in these respects can be obtained for anything like the compensation offered, or likely to be paid, for years to come, in our primary district schools.

We need, therefore, training schools for our primary teachers. One Institution in the State will suffice to supply, for years to come, the high-trained permanent teachers needed in our higher schools; but one Institution can never supply our primary schools. Many hundreds of new teachers annually enter the field, and the number is constantly increasing with the population of our State. This rapid accession of new recruits among the female teachers is explained by the fact that after an average service of perhaps five years, marriage introduces them to the sacred duties of domestic life; while our male teachers, in the rural districts, generally take up the business only as a temporary employment. It is not to be expected, in the nature of things, that this class of teachers should bestow as great an amout of time and expense upon personal education as those who design to become permanent teachers. Still, there is a large class, especially of female teachers, who would gladly improve their qualifications; and increased interest in education, and that advance of compensation, which school improvement always brings about, would increase the desire and effort of teachers to improve.

We need, therefore, as a part of an improved school system, a series of Normal Schools to accommodate this class of teachers; schools of the same mixed character as those already established in other States. We need, not one or two, but several such schools. In those parts of Europe where Normal schools are most fully developed, as in Prussia, Hanover, and Switzerland, there is one such school to about every 250,000 inhabitants. But, in those countries, teaching is far more a permanent profession than with us, and the supply of qualified teachers is equal to the demand. But, with us, one school for every 100,000 inhabitants would no more than meet our wants. On this basis we need at once at least six schools for teachers in Wisconsin, aside from an institution of a higher order for the State at large.

How shall these schools be provided? We can scarcely expect that the State will very soon create them; but from the examples furnished in other quarters, we may, perhaps hope that local liberality and private enterprise can be enlisted in behalf of this work. And why may we not imitate the example of Pennsylvania, and after dividing the State into a suitable number of Normal School Districts, *invite* this liberality and en-

terprise, in connection with a moderate State patronage, and under suitable legislative control? Let a general law authorize the formation of corporations for this purpose, or the assumption of the Normal character by schools, suitably located, now in being.

We have an approximation toward this plan already. We have provisions for Normal departments in institutions already existing, and the State gives certain aid and encouragement, or certain conditions. It is not to be concealed, however, that the law, as it now stands, opens a door to cupidity. What we want is not a Normal School law so loose as to induce every college, and academy, and high school in the State to seek, and so loosely interpreted as to enable them to gain a portion of the school fund, without rendering an equivalent service in return; but we want a half-dozen or more institutions that shall, in some just and honest sense of the term, be Teachers' Seminaries; schools, the leading feature of which shall be the Normal feature; the leading object of which shall be to prepare young persons for the school room; while at the same time they shall furnish sound and wholesome academic instruction.*

Such schools can be called into existence by the joint action of teachers and the friends of education, and such moderate aid from the State as will simply put such schools on a par with other schools that have an endowment. It is better for the Normal pupil to pay a moderate price for his advantages than to receive them gratuitously; but, at the same time, let public aid and private munificence make those advantages of the most thorough and efficient character.

It may be thought that such schools—Normal Academies they may be called—would interfere with ordinary academies. I meet this objection by simply taking the ground that Normal Academies, besides subserving this primary end, would better answer the purposes of ordinary academies than those institutions do themselves. One great defect of our common seminaries is, that they impart a kind of sciolism, instead of true science. There is no sufficiently definite and practical object sought to be accomplished. If in all the instruction given in schools, the object kept in view was, not only to impart knowledge, but to show, also, how to impart that knowledge in turn, the instruction would be far more practical and fruitful than it now is. And this is all important; for knowledge, like money, is of little use except as it is put in circulation. I do not by any means, however, subscribe to the utilitarian notion of the age, that no

* It would seem to an intelligent observer of educational matters that the experiment of endeavoring to obtain a supply of teachers from Academic Institutions founded for entirely different purposes, by paying them money to form a "Normal Department," or Teachers' Class, has been too effectually tried, and too decidedly condemned in the State of New York and elsewhere, to warrant its repetition in Wisconsin.

acquisition is valuable unless it can be put to a direct and obvious use which decries the classics, because men are not expected to talk in Greek and Latin; but what I mean is, that man, being a social creature, one end of a proper education, is to *cultivate the power of expression.* What a man learns he should know to communicate to others. Without this power imparted, the discipline of the school and college is too much like the effort of a certain youth to acquire the art of swimming by sprawling himself upon a table and imitating the motions of a frog in a basin of water, but never venturing into the element himself.

Another reason for establishing Normal Academies, is furnished in the fact that a large proportion of the pupils who resort to our common academies and seminaries, especially young women, do so with the expectation of teaching, and with the purpose of qualifying themselves for that work. Let this expectation be met. Let discrimination and experiment sift out those who really have the teacher's gift, and let them receive the more technical instruction needed for their vocation; but, at the same time, let all who will enjoy that definite and peculiar instruction which is found, and found only, in the Normal School; or, at least, which none but those who teach according to the true normal idea, ever impart.

Whoever has bestowed reflection upon the subject will have noticed that, other things being equal, those persons are most successful and useful in the various professions and duties of life who have been successful and acceptable school teachers. The reason of this is obvious. Both the theory and the practice of the teacher's vocation is useful for all after life. It is no objection, therefore, to a school, even for ordinary purposes, but, on the contrary, a decided recommendation that it is technically a NORMAL SCHOOL.

I am not alone in this opinion. Mr. RYERSON, long the able head of the School Department of Canada West, says, in his last report, in reply to the complaint that teachers educated at the Normal School do not always continue to teach, "In whatever position or relation of life a Normal teacher may be placed, his or her training at the Normal School cannot fail to contribute to their usefulness." Mr. HICKOK, the State Superintendant of Pennsylvania, in reply to an inquiry as to his views on this point, says, in a letter this hour received: "I regard it [a Normal course] as decidedly better, even for those not designing to teach, than the ordinary course furnished in an Academy. There can be no doubt of this if *training*, as well as the acquisition of knowledge, be regarded as indispensable to a true and liberal education; and if as Dr. Mason once remarked, the object is to make the mind of the pupil "a fountain instead of a receiver." The general and by no means ill-founded complaint against the "education" of the present day is, that it is crude, superficial, and not readily

available in practical life. True normal instruction will produce essentially different fruits for all purposes.

Normal School teachers I find incline to similar opinions. Mr. J. P. Wickersham, Principal of the Lancaster County (Pa.) Normal institute, in a letter to me, says: "I have for some time been drifting towards the conclusion that the course of instruction found best for the latter [teachers] cannot but be advantageous to the former [ordinary pupils]. Besides, it is an important principle, applicable here, *that one of the best ways to learn a thing well is to learn how to teach it.*" Prof. F. A. Allen, of the Westchester, [Pa.] Normal School, also says: "The academic course of instruction in a Normal School is far preferable to that in any other institution. This opinion is founded upon experience of my own. If all study were pursued as if it were to be taught, it would be far better understood." These views are corroborated by the best practical teachers with whom I have conversed. In Prussia no person is admitted as a candidate for the sacred ministry who has not attended at least a six months' course of lecture and exercises on "Pedagogy," or school-teaching.

It would be a great benefit, then, not only to public education, but in every way, if we had a dozen Normal Schools scattered through the State. They would soon become, not only the most useful, but the most popular and most frequented academic institutions which we have among us.

But the formation of such schools must be a work of time. It is desirable, therefore, to set on foot some agency that will immediately bring the whole mass of our teachers in contact with the means of improvement; and there seems to be no more possible way of doing this than by the creation of the office of County Superintendent of Schools, and provision for a system of annual, or semi-annual Normal Institutes, to be held in each county, or other Superintendent District, and under the direction of the proper Superintendent. It may be doubtful how soon the Legislature can be induced to grant endowments for normal schools; but they can hardly refuse to grant at once a moderate allowance for teachers' institutes, and inasmuch as it will be found very difficult to call at once into the field a corps of county superintendents, all of whom, or a majority of whom, will be competent to give all needful instruction in these institutes, therefore, if the Legislature will also provide for the appointment of an itinerant Normal Faculty, to act in concert with the County Superintendents, the chain of agencies, immediate and prospective, for the improvement of our teachers, and through them the elevation of the schools would be tolerably complete.

In conclusion, then, it only remains for me to recapitulate the several agencies, beginning with the most humble and most feasible, which go to make up a practicable and needful PLAN OF NORMAL INSTRUCTION.

1st. Model instruction in a model school connected with the high school of each town, or other high school district, together with suitable encouragement to pupils who aspire to become teachers.

2d. Efforts at self-improvement, in Town Associations of Teachers, assembling weekly at the central school, under the direction of the Principal of the High School.

3d. Semi-annual Institutes, held under the direction of the County Superintendent, and aided by the State.

4th. An Itinerant Normal Faculty, who, in conjunction with the County Superintendent, shall give instruction in the Institutes.

5th. Normal Academies, furnishing a thorough academic or disciplinary course of instruction, but aiming especially to impart both the general and technical ability to teach.

6th. A Normal School of a high order, as a State Institution, and forming one of the several schools that make up a complete university.

AMERICAN NORMAL SCHOOL ASSOCIATION.

THIS Association originated in a Convention held in New York city, August 30th, 1855, and annual meetings have since been held at Springfield in 1856, and at Albany in 1857. The last meeting was at Norwich, Conn., August 18th and 19th, during the session of the American Institute of Instruction. A Constitution, prepared by a Committee appointed a year previous, was presented by Prof. Alpheus Crosby, and was adopted, with some modifications.

After a free discussion, the Association was fully organized, and measures were initiated which, it is believed, will secure its permanence and efficiency. The importance of such an Association was forcibly urged by the President, Wm. F. Phelps, of Trenton, N. J., J. W. Buckley, of New York, Prof. Alpheus Crosby, Geo. N. Bigelow, and J. W. Dickinson, of Mass., Prof. N. W. Camp, of Conn., Richard Edwards, of St. Louis, and others.

The Normal School system is still new in this country. It is not yet quite twenty years since the oldest Normal School in America (that now at Framingham, Mass.) was established. Their number has multiplied very rapidly within a few years, and no former year has witnessed the

foundation of so many of these important institutions as the last year. They are no longer an experiment. In Massachusetts, where they have been most thoroughly tested, and where time has developed their results most fully, they have been steadily advancing in public confidence, as the people have become more practically acquainted with the actual working of the system, and its influence upon the public schools. Among other indications of this growing sentiment may be mentioned the fact that the aggregate attendance in the four Normal Schools of Massachusetts, is now greater than at any former period.

The Normal School is now regarded, widely through the country, as indispensable to every complete system of public instruction. They are already established in Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Ohio, Illinois, Michigan, Wisconsin, and Minnesota, and in the cities of Boston, New York, Brooklyn, Newark, St. Louis, New Orleans, and others. The next Legislature of Missouri will probably establish a Normal School, and measures are in progress which promise similar results at an early day in other States.

In view of the recent origin and rapid increase of our Normal Schools, and the consequent want of a mature personal experience in their management, it is essential to their highest efficiency that their instructors should maintain an association for professional improvement.

Many fundamental points in reference to the distinctive character and specific aim of the Normal School, the methods of instruction, the terms of admission, the length of the prescribed course of study, the prominence given to the theory and art of teaching, etc., demand investigation. A comparison of views on these and other equally important questions, bringing together the results of the varied experience of those actually in the work in different parts of the country, where different methods are adopted, can not but render a valuable service to the cause of Normal School Instruction.

The next meeting of the Association will occupy two days, and will be held in July next, at Trenton, New Jersey. The exercises will consist of lectures, essays, and discussions.

By order of the Association.

SAXONVILLE, MASS., 1858. B. G. NORTHRUP, *Secretary*.

KEEP BUSY.—There is nothing like keeping busy, if you would avoid that most terrible of all fiends, *Ennui*. The Count de Caylus, a French nobleman, who might have been wholly idle, took to engraving gems, and when asked his reason, answered, "I engrave, that I may not hang myself."

NORMAL SCHOOL.

It is gratifying to the Board of Regents of Normal Schools of the State to be able to say that the Board were so fortunate as to secure the attendance of the Hon. Henry Barnard, of Conn., at their meeting on the 5th inst. A resolution was unanimously passed at this meeting tendering to Mr. Barnard the office of agent of the Board in preparing and carrying out a complete and thorough system of Normal instruction, in all of its branches and departments, so as to reach, by its direct influence, every school district in the State. Mr. Barnard has not yet accepted the position, although the Board have strong hopes that he may be induced to do so. He has, however, consented to prepare a system or plan of operations for the Board, and for this special work we know of no other man so thoroughly and eminently qualified.

If Mr. Barnard should finally be induced to make our State his home, and devote his energies to the cause of general education, Wisconsin may look forward with confidence to a day not distant, when she shall stand in the front rank in all that pertains to an enlarged, sound, thorough and universal system of education. Under the liberal patronage of our Legislature, and guided by such a man as Mr. Barnard, this result can not fail to follow.

Provision was made at this meeting for visiting the Institutions, making application for a participation in the Normal Fund, and a resolution was also passed requesting all such Institutions to notify the Secretary of this Board of their intentions prior to the 20th day of November next. We hope to be able soon to announce the acceptance by Mr. Barnard of the important office to which he has been elected by this Board.

Madison, *October* 11*th*. 1858. J. T. CLARK, *Secretary*.

A Slander Refuted.—A clergyman was charged with having violently dragged his wife from a revival meeting, and compelled her to go home with him. The clergyman let the story travel along until he had a fair opportunity to give it a broadside. Upon being charged with the offense he replied as follows:

"In the first place, I have never attempted to influence my wife in her views, nor a choice of a meeting. Secondly—my wife has never attended any of the revival meetings in Lowell. In the third place—I have never attended any of the meetings for any purpose whatever. To conclude—neither my wife nor myself have any inclination to go to these meetings. Finally—I never had a wife."

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(Continued from the October Number.)

Q. Have the District Board a right to examine a teacher?

A. A District Board has the right to make an examination by them a pre-requisite for obtaining their schools; but they have no power to legally examine teachers. If they insist on such an examination, a good teacher will cheerfully comply.

Q. Can a teacher make a contract conditional upon his receiving a certificate?

A. No contract is binding upon a district made with an unqualified teacher, as the law expressly declares that none but qualified teachers shall be employed. If, however, the district employ such a teacher, and he secures a certificate before he begins school, the contract will be binding upon the district, if they allow him to go on with his duties.

Q. In a high school, acting under a special law, supposing the principal to be a qualified teacher, and supposing he hires his assistant teachers, the Board contracting to pay him so much for teaching the entire school, is it necessary that the assistants thus employed be qualified according to the usual manner?

A. The law looks to *who teaches* the school, not to *who pays them;* so that all teachers employed must be qualified, and there is no possible way of evading it. All assistants, then, however hired or paid, must be qualified.

Q. If the Town Superintendent annuls the certificate of a teacher, is his contract with the district binding?

A. It is not—the contract pre-supposing the teacher to have a certificate. If he does not keep himself legally "qualified," the district is not held by its contract.

APPORTIONMENT, ETC.

Q. If a district be divided before the apportionment is made, can the new district, or the part attached to another district, share the money apportioned to the old district?

A. If any district be divided after the annual report and before the

apportionment is made, the new district, or the district receiving any portion of the old district, is entitled to its proper share of the school money, so that the apportionment shall be equal in all the districts.

Q. Is a district entitled to count until September 10th, in order to make out three months school?

A. The law is, that districts, to be entitled to public money, must have had a school for three months during the year ending at the date of the report, *i.e.*, September 1st.

Q. If it can be proved that the report of the District Clerk was made in due season, and unaccountably lost before it reached the Town Superintendent, would not the district be entitled to public money?

A. It would not; as the apportionment is entirely based upon reports and as all the money is apportioned so that no mistakes can be rectified, If the Town Superintendent should apportion money to any such district, he would be liable on his bond.

Q. In making the apportionment, can the Town Superintendent alter the reports of District Clerks, if he knows them to be erroneous?

A. He can not, as he is not supposed, in law, to know any thing about the districts except through the reports of the Clerks. The reports must be his guide, and if they are incorrect, the blame rests upon the Clerks; and if they are wilfully false, the law prescribes the penalty.

Q. If moneys are uncalled for, what shall the Town Superintendent do with them?

A. Keep them until the next apportionment, and add them to the whole amount to be apportioned.

Q. In case a town raises a special school tax (not the tax levied by the County Board) shall the Town Superintendent apportion it according to the number of scholars?

A. The money received from the State, and the amount required by law to be raised by the towns in order to obtain this public money, is to be apportioned according to the number of scholars in each district; but any other taxes raised are to be apportioned according to the assessment of each district.

Q. In case a district uses the public money for other purposes than hiring qualified teachers, or uses some of it thus, will they forfeit their apportionment if they have paid their teachers from other funds?

A. The law reads, "No moneys shall be apportioned to any district or part of a district, unless it shall appear by the report thereof, * * * * that all school moneys received during that year from the School Fund have been applied to the payment of the wages of such teacher." The object of the law is to guard the School Fund by devoting it to one especial

purpose, and any diversion of the Fund will be sufficient cause for withholding it in future. Still this must be taken with some allowance; as, for instance, if a district does not divert the funds, nor quite exhaust them in the payment of the teacher, it would not forfeit their share in the next apportionment. Still, it is best to put a strict construction upon the law in all cases.

Q. In case a District Clerk, by mistake, makes an erroneous report, how can it be corrected?

A. The proper way is to refund the money to the State Treasurer, accompanied by a statement of the case.

Q. How much has the County Treasurer a right to deduct from the apportionment for fees?

A. Two per cent. If, however, the Supervisors fix a less rate, the fees will be less. The maximum, however, is two per cent.

DISTRICT OFFICERS—POWERS AND DUTIES.

Q. How shall the Board pay for repairs of the school-house?

A. They can pay it themselves, and wait for the district to pay them, which they will be obliged to do, or arrange the matter in any manner satisfactorily.

Q. How shall the Town Superintendent know whether the person claiming to be District Treasurer, is really such officer?

A. It would be advisable for the Clerk of each district to report the names of all officers elected to the Town Superintendent. The Superintendent can take any means he sees fit to identify the officers.

Q. If the other members of the Board forbid the Town Superintendent to pay the money to the Treasurer, is he to be guided by such action?

A. The Board have no right or authority to give such direction. If the Treasurer is properly qualified, he must apply for and receive the apportionment.

Q. Is a contract made by the Clerk, and endorsed by the Director, binding if made with the wife of one of the parties?

A. Certainly. The husband is unknown in an officer of a corporation. Still, in such a case, to avoid difficulty, it would be well to secure the endorsement of the entire Board.

Q. Can the District Board delegate authority to hire teachers to another party?

A. They can not. A private individual may grant a power of an attorney, but an officer of a corporation can not delegate his official authority.

Q. Can a District Board hire teachers beyond their own term of office?

A. A District Board is a corporation, and like any other corporation,

can bind their successors in office by any contract within the provisions of law, which they may see fit to make. Such a contract would not be binding unless the district subsequently ratified it, if it was for a longer period than the vote of the district authorizes.

Q. Can the District Board locate a school-house?

A. This matter belongs exclusively to the district, and should be decided by a vote by ayes and noes, and entered at length upon the records.

Q. Can a clerk report children from contiguous undistricted territory?

A. He can not, as children in undistricted territory are not entitled to public money.

Q. If five legal voters sign a call for a special meeting, is it obligatory upon the Clerk to call the meeting if he considers the meeting to be called for an illegal purpose?

A. The Clerk has no discretion in the matter, nor is it his province to decide upon matters to be brought before the district. He must call the meeting whenever requested by five legal voters.

Q. Can the Town Superintendent alter a district at any time within two years without following the forms of law, basing his action on the law which says that a district shall be legally organized after two years?

A. A district is fully organized when it has elected officers, and begun to live, and when thus organized, it must be treated in all respects like any other district.

Q. Supposing a district is altered July 1st, to take effect in three months, how shall the report be made out—of the district as divided or not?

A. Make the report as though no action had been had—in other words, report districts as they are at the time of the date of the report.

Q. If the Treasurer does not execute his bond, but fullfils the duties of his office, what must be done?

A. Have him file his bond immediately, or else declare his office vacant. Legally a Treasurer can not file his bond after ten days have expired since his election, but in cases where he has satisfactorily discharged his duties, it might be well to allow him to file his bond, and appointment either by the Board or by the Town Superintendent at the same time.

ALTERATION AND FORMATION OF DISTRICTS.

Q. If a district is formed, such formation to take effect in three months, when should the first meeting be called?

A. Not until their organization takes effect. Any action before the order takes effect, would be illegal and void.

Q. In case a district is run through by a town line, upon the formation of a new town, how is it to be managed?

A. In such cases the Town Superintendents of their respective towns can either at once redistrict the territory, or suffer it to be a joint district, subject to the same supervision as other joint districts.

Q. Can territory be added to a joint district without the consent of all Town Superintendents concerned?

A. It can not, as it amounts to an alteration.

REPORTS.

Q. How are District Clerks to obtain the financial statement required to be made in their report, as the Treasurer does not make his report until two weeks later?

A. The Treasurer should always keep the finances of the district in a condition to be at once seen. He should keep the books with care, so that by a few minutes inspection the Clerk could ascertain the condition of the district at the time of making his report. In no case should the figures be taken from the Treasurer's report of the previous year.

Compiled from the records of the Department, by

S. H. CARPENTER,
Assistant State Superintendent.

SCHOOL LAWS.

NOTICE TO DISTRICT CLERKS AND TOWN SUPERINTENDENTS.

Town Superintendents, if they have not already been supplied, will apply to their respective Clerks of the Board of Supervisors for their necessary supply of School Laws; and the District Clerks will apply to their respective Town Superintendents.

LYMAN C. DRAPER,
Supt. of Public Instruction.

Home Department.

EXTRACTS FROM THE AUTOCRAT OF THE BREAKFAST-TABLE.

THE MOUNTAINS AND THE OCEAN.—I have lived by the sea-shore, and by the mountains. No, I am not going to say which is best. The one where your place is is the place for you. But this difference there is: you can domesticate mountains, but the sea is *feræ naturæ*. You may have a hut, or know the owner of one, on the mountain-side; you see a light half way up its ascent in the evening, and you know there is a home, and you might share it. You have noted certain trees, perhaps; you know the particular zone where the hemlocks look so black in October, when the maples and beeches have faded. All its reliefs and intaglios have electrotyped themselves in the medallions that hang round the walls of your memory's chamber. The sea remembers nothing; it is feline. It licks your feet—its huge flanks purr very pleasantly for you; but it will crack your bones, and eat you, for all that, and wipe the crimson from its jaws as if nothing had happened. The mountains give their lost children berries and water, the sea mocks their thirst and lets them die. The mountains have a grand, stupid, loveable tranquility; the sea has a fascinating, treacherous intelligence. The mountains lie about like huge ruminants, their broad backs awful to look upon, but safe to handle; the sea smooths its silver scales until you can not see their joints—but their shining is that of a snake's belly after all. In deeper suggestiveness I find as great a difference. The mountains dwarf mankind and foreshorten the procession of its long generations. The sea drowns out humanity and time; it has no sympathy with either, for it belongs to eternity, and of that it sings its monotonous song forever and ever.

Yet I should love to have a little box by the sea-shore. I should love to gaze out on the wild feline element from a front window of my own, just as I should love to look on a caged panther, and see it stretch its shining length, and then curl over and lap its smooth sides, and by-and-by begin to lash itself into rage and show its white teeth and spring at its bars, and howl the cry of its mad, but, to me, harmless fury. And then—to look at it with that inward eye—who does not love to shuffle off time and its concerns at intervals—to forget who is President and who is Governor,

what race he belongs to, what language he speaks, which golden-headed nail of the firmament his particular planetary system is hung upon, and listen to the great liquid metronome as it beats solemn measure, steadily swinging when the solo or duet of human life begun, and to swing just as steadily after the human chorus has died out, and man is a fossil on its shores.

NATURE.—I know don't anything sweeter than this leaking in of Nature through all the cracks in the walls and floors of cities. You heap up a million tons of hewen rocks on a square mile or two of earth which was green once. The trees look down from the hill-sides and ask each other, as they stand on tip-toe—"What are these people about?" And the small herbs at their feet look up and whisper back—"We will go and see." So the small herbs pack themselves up in the least possible bundles, and wait until the wind steals to them at night and whispers—"Come with me." Then they go softly with it into the great city—one to a cleft in the pavement, one to a spout on the roof, one to a seam in the marbles over a rich gentleman's bones, and one to the grave without a stone, where nothing but a man is buried—and there they grow, looking down on the generations of men from mouldy roofs, looking up from between the less-trodden pavements, looking out through iron cemetery-railings. Listen to them, when there is only a light breath stirring, and you will hear them saying to each other—"Wait awhile!" The words run along the telegraph of those narrow green lines that border the roads leading from the city, until they reach the slope of the hills, and the trees repeat in low murmurs to each other—"Wait awhile!" By-and-by the flow of life in the streets ebbs, and the old leafy inhabitants—the smaller tribes always in front—saunter in, one by one, very careless seemingly, but very tenacious, until they swarm so that the great stones gape from each other with the crowding of their roots, and the feldspar begins to be picked out of the granite to find them food. At last the trees take up their solemn line of march, and never rest until they have encamped in the market-place. Wait long enough and you will find an old doting oak hugging a huge worn block in its yellow underground arms; that was the corner-stone of the State-House. Oh, so patient she is, this imperturbable Nature!

THE SCHOOLMISTRESS.—The schoolmistress had tried life, too. Once in a while one meets with a single soul greater than all the living pageant that passes before it. As the pale astronomer sits in his study with sunken eyes and thin fingers, and weighs Uranus or Neptune as in a balance, so there are meek, slight women who have weighed all that this planetary life can offer, and hold it like a bauble in the palm of their slender hands. This was one of them. Fortune had left her, sorrow had baptized her

the routine of labor, and the loneliness of almost friendless city life were before her. Yet, as I looked upon her tranquil face, gradually regaining a cheerfulness that was often sprightly, as she became interested in the various matters we talked about, and places we visited, I saw that eye and lip and every shifting lineament were made for love—unconscious of their sweet office as yet, and meeting the cold aspect of Duty with the natural grace which were meant for the reward of nothing less than the Great Passion.—*Atlantic Monthly.*

UNCLE SAM'S SCHOOL.

A PARODY—FOR THE SCHOOLS.

Of all the institutions
In the East or in the West,
The glorious institution
Of the school-room is the best.
There is room for every scholar,
And our banner is unfurled,
With a general invitation
To the people of the world.

Then come along, come along, make no delay,
Come from every dwelling, come from every way,
Bring your slate and books along, don't be a fool,
For Uncle Sam is rich enough to send us all to school.

Come from where the mighty waters
Of the broad St. Lawrence flow;
Come from Florida and Kansas,
Come from Main and Mexico,
Come and welcome to the school-room,
From the wide Atlantic shore,
To the golden region where they hear
The old Pacific roar.
Then come along, etc.

We will read, and spell, and cipher:
Write and think when thoughts are free;
And in study, with attention,
Carve a noble destiny.

Our motto is "Excelsior,"
And with our motives true,
We will leave the world the wiser
When we pass our lifetime through.
Then come along, etc.

Our fathers gave us liberty,
But little did they dream
Of the grand result to follow
In this mighty age of steam.
With the march of education
All the world is set on fire,
And we knit our thoughts together
With a telegraphic wire.
Then come along, etc.

While Europe's in commotion—
Her monarch's in a fret—
We are teaching them a lesson
Which they never can forget.
And this they fast are learning,
Uncle Sam is not a fool;
For the people do the voting,
And the children go to school.
Then come along, etc.

The wise in every nation
Are joining heart and hand,
To spread a love of Knowledge,
And of Freedom o'er the land;
And Uncle Sam is anxious
That his children all should be
Of the wisest and the bravest,
And most worthy to be free.
Then come along, etc.

Come join our swelling numbers,
And advance with us along—
We will all, in friendly union,
Sing in wisdom's ways a song.
Until every land re-echo
With the free and joyous call,
Come ye to the fount of Knowledge—
There's welcome for you all.
Then come along, etc.—

Mathematical Department.

We have received the following solution of Problem No. 1. We want an arithmetical solution, one that will be understood by any one acquainted with per centage:

Solution.—Let x = the sum required. Then $x+\frac{12x}{100}-35+\frac{12}{100}(x+\frac{12x}{100}-35)-35+\frac{12}{100}(x+\frac{12}{100}-35+\frac{12}{100}-35)-35)-135+\frac{12}{100}$ (all preceding terms) $-128+\frac{12}{100}$ (of all terms preceding this) $-121+\frac{12}{100}$ (all preceding terms) $-114+\frac{12}{100}$ (all preceding terms) $-107=0$, which reduced will give 2, $2118x=\$909{,}52$, and $x=\$411{,}50$ nearly, being the amount the mortgage is worth.

Solution of Problem No. 8.—Given $x-3=\frac{2}{\sqrt{x}}$ to find x. Let $x=y^2$, then $\sqrt{x}=y$. Therefore $y^2-3=\frac{2}{y}$. Adding 2 to each side of this equation we have $y^2-1=\frac{2}{y}+2$. Now $y^2-1=(y+1)(y-1)$ and $\frac{2}{y}+2=\frac{2}{y}(y+1.)$ Hence $(y+1)(y-1)=\frac{2}{y}(y+1.)$ Dividing by $y+1$, gives $y-1=\frac{2}{y}$. Clearing of fractions $y^2-y=2$. Completing the square and extracting the root, we find $y=2$. Hence $\sqrt{x}=2$ and $x=4$. L. Campbell.

We have a similar solution from X. Y. Z., who sends us the following problem:

Problem No. 9.—Given $x^2+\frac{1}{x}=2\sqrt{x}$ to find x.

Problem No. 10.—A vinter has a cask containing 256 gallons of wine, worth $1,00 per gallon, out of this he draws 64 gallons, and fills the cask with brandy worth 75 cents per gallon. This process being repeated four times, required the number of gallons of pure wine remaining in the cask, likewise the value per gallon of the mixture. J. B.

Problem No. 11.—The longest side of a right angled triangle is to the shortest side, as 5 to 3, and if it be enclosed by a fence 4 rails high and 2 pannels to the rod, the number of acres in the enclosure will be just equal to the number of rails in the fence; required the area of the triangle.

J. B.

Editorial Miscellany.

We give this month the introduction to the Report on the Revision of the School Laws, and the Essay on Normal Schools, read at the meeting of the State Teachers' Association, in August last, and commend them to the careful consideration of our readers.

The amended report, or plan of re-organization of our school system, was given in the September Number, and presents an outline of such a system as we need to secure the best results, and the greatest amount of good from free schools; and we trust that another session of the Legislature will not close without something being done in the direction of re-organization.

Every one who has paid any attention to our common schools, has been struck with the absence of any thing like a systematic arrangement with reference to a common head or union of effort to secure the results aimed at by each individual school. The State Superintendent is the nominal head of the system, but his powers are so limited, and his connection with the schools so slight, that he can not exercise any efficient supervision over them.

The Town Superintendent though brought into more immediate contact with the schools, labors under similar disadvantages, and can not do much toward developing or perfecting them, even when capable of properly performing the duties of his office. When we consider further, that each school is a sort of independent republic, entirely disconnected with the others, we readily perceive that there must be a great waste of effort in such a neglected, disjointed apology for a system. That we need and must have a better system, one which will comprise different grades of schools, be better supervised and more closely united, is acknowledged by all who have paid any attention to the subject.

The second great defect, and one which would prevent the complete success of any system, is the want of properly qualified teachers. We have been compelled by necessity to employ untrained, inexperienced teachers for a majority of our schools, and a large share of those who have had considerable experience in teaching, still cling to the forms and methods in use a quarter of a century back, and do not seem to have learned that better and more successful methods are in use.

Now teaching is both a science and an art, and should be studied as well as practised by those who wish to be successful in their efforts to develop the youthful mind. The entire absence of agencies to instruct teachers and fit them for the proper performance of their arduous duties, is a noticeable defect of our present system, and must be remedied before we shall have efficient prosperous schools.

The people of New Lisbon, Juneau Co, at their late annual school meeting, voted to build a new school house the ensuing year, to cost from $1500 to $2000.

KENOSHA.—We learn from the *Tribune* and *Telegraph*, that there are nearly 700 pupils in the public schools of the city the present term, and that the number of visitors to the schools has largely increased.

SUBSCRIBERS—We are indebted to Mr. J. G. M'Kindley, Principal of the 7th Ward High School, Milwaukee, for a list of thirty subscribers, all of them teachers in the public schools of that city. During a late visit to Kenosha he presented the claims of the *Journal* to the teachers of that city and the result is an addition of thirteen names to our list. Will not other teachers do likewise? Remember, friends, that the profits of the *Journal* will not enable us to send out traveling agents, and we must rely upon teachers and friends of education for support. The times are hard, but every teacher in the State needs the *Journal*, and can afford to pay one dollar for it. Our terms are cash in advance, but any teacher who will become responsible for the money, may forward us names at once, and send the money any time within three months.

FREEDOM, SAUK Co., *August*, 21*st* 1858.

Editor Journal of Education:

SIR:—A communication appears in the last Number of your *Journal*, purporting to relate to the Schools of Sauk County, which, while unwilling to engage in any thing approaching to a public controversy, I feel, from my position, compelled to notice I am the more urged to this from the fact that the article in question is so loose in its construction as to apply rather to another town than this for which it is intended. Your attention has already been called to this injustice; but I may be permitted to say that the error is grave enough to admit a reasonable doubt whether your correspondent has given that careful consideration to his asseverations which the nature of the charges implied would seem to demand.

With regard to the leading charge contained in his communication—that no Superintendent of schools during the three years past—your correspondent is seriously in error. On referring to the books of my predecessors in office, I find frequent charges for visiting different schools, and at the date of Mr. W. T. C. N.'s communication, I had visited four of the six schools in the town.

There is as little ground for his assertion—that the people of this "neck of woods" take but little interest in educational matters, and in the manner in which their schools are conducted. It has been my fortune for some years to fill the position of a district officer, and I can bear witness to the cheerful readiness with which they have lent their aid and influence, here and elsewhere throughout the town, to further the cause of education.

Our town is as yet but sparsely settlod; yet no needful appropriation for school purposes has been withheld, and I believe that, as a general thing, we have em-

ployed as good teachers, and paid them as good wages as any other town of like resources. It is true that in many respects our schools will admit of much improvement, but of what schools can not the same be said? And when I reflect that the first settlers of our town are yet resident among us—that six years ago, when I moved in here, I had but one neighbor within a circuit of some miles —I believe that instead of complaining, we may justly feel proud of our progress, and may look forward with fixed hopes to a day, not far distant, when our schools will compare favorably with those of any country settlement in the State.

MATTHEW HILL, *Town Superintendent.*

PROCEEDINGS OF THE THIRD ANNUAL TEACHERS' ASSOCIATION OF MARQUETTE COUNTY.

HELD AT PRINCETON, OCTOBER 4TH AND 9TH.

The Association called to order by the Rev. M. B. True, Vice-President. John S. Dore appointed Secretary *pro-tem.* The following programme was adopted:

9·	A M,	Roll Call and Devontional Exercises.	
9·20	—	Mental Arithmetic, O. N. Russell,	Teacher.
10·	—	Geography, J. S. Dore,	do.
10·30	—	Recess.	
10·45	—	Grammar, W. T. Brayton,	do
11·30	—	Miscellaneous Business.	
12·	M.	Intermission.	
1·30	P M.	Music	
1.40	—	Arithmetic, H. H. Hopkins,	do.
2·20	—	Reading and Spelling, Miss J. Hopkins,	do.
3·	—	Recess.	
3·15	—	Phonetics, M. B. True,	do.
4·	—	Composition, Elocution, and Critics Report.	
4 30	—	Intermission.	
7·	—	Discussion, Declamation, and Lectures.	

On Tuesday Evening the name of the Society was changed from Marquette to Green Lake County Teachers' Association, and the following officers elected for ensuing year:

President—Rev. M. B. TRUE, St. Marie.
Vice-President—J. J. McINTYRE, Berlin.
Secretary—D. H. WAITE, Princeton.
Treasurer—Miss C. A. HAKE, Princeton.

Executive Committee—A.M. MAY, O. S. TONE, Miss M. J. RAWSON.

The exercises during the week were conducted according to the programme, and evenings occupied in discussion and declamation.

The following resolutions were discussed.

"*Resolved*, That ladies and gentlemen of equal qualifications as teachers, should receive equal compensation."

"*Resolved*, That no teacher should be employed who makes use of ardent spirits or tobacco."

"*Resolved*, That the teacher exerts a more deep and lasting influence than the minister."

"*Resolved*, That the science of civil government should be taught in common schools."

"*Resolved*, That the influence of learning is more widely and deeply felt than the influence of wealth.

The Association returned their thanks to the Methodist and Congregational Churches for the use of their houses during the week, and voted a copy of the proceedings should be furnished the county papers and the *Journal of Education* for publication.

On Friday the Association adjourned to meet the first Monday in April next, at such place as the Executive Committee may designate.

DAVIS H. WAITE, *Secretary*.

The Atlantic Monthly, for November, is received, and is filled as usual with able and interesting articles. The present Number commences its second year, and though a brilliant success, already rivaling its older competitors, the publishers promise to make it still more attractive and entertaining in the future.

The first volume contained seven numbers. The second will contain the same, and will end with the December Number, so that hereafter the volumes will commence with January and July. The work is stereotyped, and back Nos. can be supplied.

Terms—three dollars per annum, or twenty-five cents a Number. On the receipt of the subscription price the publishers will mail the work to any part of the United States prepaid.

For ten dollars the publishers will send five copies for one year, the subscribers to pay their own postage. Clergymen, teachers, and postmasters will receive the magazine for two dollars a year.

Address—Phillips, Sampson, & Co., 13 Winter Street, Boston. All our subscribers, and all who hereafter become subscribers, will be furnished the *Atlantic* for two dollars on application to this office, personally or by mail.

Literary Notices.

A New Magazine.—Since our last issue we have received Number I. of the NORTH-WESTERN QUARTERLY MAGAZINE, edited by Mr. James G. Wilson, and published by Rufus Blanchard, Chicago. The failure of one or two attempts to establish a magazine in that city seems not to have discouraged Mr. Blanchard from making another trial, and the result is the neat and attractive quarterly above mentioned.

We do not see why the commercial capitol of the North-West should not give us a successful magazine, and if this Number is an earnest of the future, it will surely live and make its way to the firesides of the people. Price twenty-five cents a Number, or one dollar a year.

Little George and his hatchet: a Lesson of Truth. By Mrs. Hoyt. Atwood & Rublee, Madison. Price 10 cents.

This is a beautiful primer poem of twelve pages, with a handsome picture cover, the whole gotten up in a neat, substantial style. The proceeds of the sale of this little book are to go to the Monnt Vernon Fund, in aid of the purchase of the Home and Grave of Washington. Besides doing *something* toward so worthy an object, the book itself can not fail to interest the readers, and is worth many times its cost to any child, as an illustration of the beauty of Truth. Mrs. Hoyt would especially ask the attention of teachers, as she hopes to dispose of it mainly through their agency. Packages sent without delay to any part of the State on reception of the address of the teacher, with the number desired. Single copies, postpaid, to any one who sends us a dime, or the amount in stamps.

Address Mrs. Hoyt, *Wisconsin Farmer* Office, Madison, Wisconsin.

The Ladies Home Magazine. By T. S. Arthur and Virginia F. Townsherd.

It is one of the best magazines for the family published in this country. Its high moral tone commends it to all who value good principles, and the known ability of its conductors is a sufficient guaranty that intellectually it will not be behind the demands of the age. Besides the usual literary articles, there is a portion devoted to the toilet and the work-table, a mother's department, hints to house-keepers, a health department, editors department, etc.

It is beautifully illustrated, contains numerous fashion plates, and is furnished at $2 a year for single copies, four copies for five dollars Address—T. S. Arthur & Co., 323 Walnut Street, Philadelphia.

Domestic Animals: a Pocket Manual of Cattle, Horse, and Sheep Husbandry; embracing Directions for the Breeding, Rearing, and General Management of all Domestic Animals; Rules for the Improvement of Breeds; How to Insure the Health of Animals; and How to Cure their Diseases without the use of Drugs; with a chapter on Bee Keeping. By the author of "The Garden," "The Farm," etc. New York: Fowler & Wells. Price, paper, 30 cents; muslin, 50 cents.

This little book presents, in a small compass, much useful information, and is well worth the price asked for it. It will prove a valuable help to many who would never read a larger work. The publishers are doing a good work in furnishing hand-books on so many important subjects.

☞ See reduction n prices of Sewing Machines in our advertising columns.

WHEELER & WILSON'S
Medal Family Sewing Machine.

The unanimous favor which has attended the introduction of WHEELER & WILSON'S FAMILY SEWING MACHINE, is sufficient evidence of its excellence. It is needless now to say, that this useful instrument is becoming a domestic institution: the fact is recognized by its successful use in thousands of families in every rank in life. To those who have hitherto refrained from availing themselves of its advantages, it may not be amiss to say that its utility is not a problem to be solved, but a success already realized. The highest testimony is constantly offered, confirming the verdict which has given this instrument so wide and enviable a reputation.

This machine is conceived on a principle ENTIRELY ORIGINAL, being specially and admirably adapted to the most perfect work on every kind of material; and having been subjected to a three years' test of the most searching character by families, and in various branches of manufacture, with distinguished success, it is believed that, in all the great points requisite to a complete and practical SEWING MACHINE, it can not be approached in excellence.

Among the undoubted advantages it possesses over all others, may be named the following:

1. Its simplicity of construction, and consequent freedom from derangement and need of repairs.
2. Its unexampled rapidity and ease of operation.
3. Its noiseless movement.
4. The great variety of purposes to which it can be applied, which can be achieved by no other mechanical means. And—
5. The pre-eminent BEAUTY and DURABILITY of the work.

☞ This Machine, in a variety of Styles and Sizes, is in Operation and for Sa at No. 7 Newhall House, Main Street, Milwaukee.

See next Page.]

O. B. KING, Agent.

THE

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PRIMARY SCHOOLS.

It is gratifying to observe among teachers and school officers an increasing interest in promoting the improvement of Primary Schools. During the past year this subject has been made more prominent than heretofore in educational reports, and in educational meetings. The conviction is evidently gaining ground, that more attention should be bestowed upon the first steps in education. The importance of employing teachers of superior qualifications in Primary Schools, and especially in lower classes of these schools, is beginning to be recognized among parents and school committees. We are happy to be able to state that in the city of Syracuse, N. Y., the teachers of alphabet schools receive higher salaries than the teachers of more advanced grades in the Primary Schools. Those who affirm that there is little occasion for the exercise of high talent in the discipline and instruction of young children prove themselves profoundly ignorant of the whole subject. We must divest our minds of the false notion that the first stage of school education consists in nothing more than saying *a*, *b*, *c*. We are sure that no one could ever again entertain such an absurd idea after having heard the description of Geo. B. Emerson, LL.D., at the recent meeting of the American Institute of Instruction, at Norwich, of the method of teaching the alphabet which he witnessed in Prussia. Gov. Buckingham remarked that nothing in all the able and eloquent addresses on the occasion, inspired him with so much confidence in the improvement of popular education as what he had heard about teaching the alphabet.

In Boston the school committee have undertaken to introduce into the

Primary School system some valuable improvements. The work is progressing quietly, but surely, and we anticipate highly favorable results. Most of the schools are now graded, so far as the present accommodations will permit. The plan is to place in one room only one class of pupils, that is, only pupils of equal attainments, so that they may be taught, to a great extent, by the collective method. Six grades or classes are recognized in the system. Formerly, all these classes were in each room. The new arrangement, now generally adopted in the city, affords the competent teachers superior facilities for the application of improved methods of instruction and discipline.

But what is needed more than any thing else for the improvement of primary education is a high degree of the spirit of progress among the teachers themselves. Where a good share of this element has been or is now wanting among teachers, the blame is not altogether theirs.

How little have they been encouraged in their efforts for advancement! How inadequately have the best been appreciated and rewarded!

We hope for better things to come. Let every one see to it that he performs his own duty respecting this great interest. Much more extensive means must be provided for the training of teachers previous to their entering upon the responsibilities of their office. Committees must pay good salaries, and then insist upon high qualifications. Teachers must be content with nothing less than the highest success.

In relation to this subject Rev. Dr. Lothrop, in the last annual report of the School Committee of Boston, presents the following just and liberal view:

"As parts of a great system of public instruction, it is scarcely possible to attach too much importance to the Primary Schools. They are the base of the pyramid, and in proportion as the base is enlarged and its foundations strengthened, the superstructure can be reared with ease and rapidity, in graceful proportions, and to a towering height. Under the improvements which are now in operation, and others that will be introduced, it is hoped that the children in the Primary Schools will be rescued from that waste of time and misdirection of powers hitherto unavoidable, and so instructed and carried forward, as that every child, on attaining the requisite age, shall be competent and qualified, not only to enter the Grammar Schools, but to improve the privileges and advantages there offered. And in proportion as the children entering the Grammar Schools come thoroughly qualified and prepared, these schools themselves will be improved, and a large number of pupils pass through them at an age sufficiently early to allow them to enjoy the benefit of the High Schools, before the time arrives at which they wish to leave school for some active employment. Thus by improving the Primary, we improve the Grammar, extend the advantages of the High Schools and make our whole system of public instruction, of popular education, what it ought to be, *progressive* and not *stationary*."

TEACHING THE ALPHABET—A SPECIMEN LESSON.

Apparatus.—A blackboard; a chart of easy words of one syllable; an alphabet chart; a set of alphabet cards, with a grooved stick, called spelling-stick, in which the cards may be inserted in spelling words; and a slate and pencil for each child.

Preliminary Training.—Children should not be put to reading immediately upon entering school for the first time. Judicious preliminary exercises will render subsequent progress, not only in this but other branches, more rapid and satisfactory. The object of these exercises should be to train the ear to distinguish sounds, and the organs of speech to utter them; to form habits of attention and of prompt obedience to all directions; and to excite the curiosity, or desire to learn something. Such being the objects, the judgment of the teacher must guide in the selection and adaptation of the exercises.

Lesson.—The proper preparatory training having been given, the teacher will select a single letter to begin with; it matters little which. Suppose it to be *a*. The card containing it is placed in the spelling-stick in view of all the class.

T.—"You see this lettter. Now look at me. You all know me when you see me. Now I wish you to look at this letter, so that you will know it whenever you see it. It stands for a *sound*. Listen, and hear me give the sound."

Having enunciated the sound distinctly several times, taking care to secure the attention of all, the teacher might ask if any one has ever heard the sound before. Some may remember it as given among the elementary sounds of the language. If so, they are pleased to find that the lesson is connected with something learned before. If it is not recalled, give the vowel sounds promiscuously, requesting all to put up hands when they hear it.

T.—"Now all give the sound after me; again, again. That is what this letter says. When you read it, you give the sound. You may take your slates, and see if you can make one like it."

Only a few, perhaps, will try at first. But the teacher passes rapidly around, giving a glance at the slates, bestowing commendation on the best efforts.

T.—"Erase it. See me make it on the blackboard. I begin here, and go round in this way. You may try it again on your slates."

The slates are inspected as before; the timid are encouraged, and the letter written for them on their slates. Then the drill on the sound is repeated, and afterward individuals called up to say it.

If this is found to be enough for one lesson, when the course is resumed, the exercises on *a* should be reviewed. The teacher will then proceed with another letter in a similar manner, taking one that with the preced-

ing will make a duo-literal word. Suppose it is *t*. The letters are placed together.

T.—"You see I have put together the two letters you have learned, and they make a word; wouldn't you like to read the word? Hear me say the sounds, and see if you can tell what the word is. I will give them slowly—*a*, *t*. Can you tell the word?"

After several repetitions, perhaps some one will combine them and say, "*at*."

T.—"Yes, *at;* that is right. Now you have read a word. You often use the word. I am *at* the desk; you are *at* school. Say, We are *at* school. I will write them both on the board, I will begin thus and make the other, and cross it thus. You may take your slates, and make them."

Now the reading-lesson is changed for writing or printing. This having been pursued long enough, the alphabet, chart is suspended before the class, and the pupils requested to see if they can see the word. The first who raises his hand is allowed to come out and point to it.

If any time is allowed to elapse before presenting another letter, these steps should be reviewed. The next letter to be learned should be one which with *at* will form another word. Let it be *r*. The same course as before is pursued. First the attention is called to the *form*. Next, the sound is learned. Then it is written, exercising the conception and imitation, and fixing the form in the memory. The three letters are then placed in order, to form the word *rat*.

T.—"You see the three letters you have learned. They make another word. Hear me give the sounds; and then see if you can tell the word, *r-a-t*. You may give the sounds after me."

If this process is well managed, some one will catch the word. Now as many individuals as possible should be called upon to repeat the sounds while pointing to the letters, and then pronounce the word. It is then written as before. This might be followed by some simple story read or related about the rat. Then the pupils might be asked to tell any thing they know of the rat. The same process as before with the charts. Keep in mind the maxims—one short step at a time, constant reviews, vigorous exercise of the mind during the lesson.

In the same way make the words, *bat*, *cat*, *fat*, *hat*, *mat*, *sat*, *vat*.

The letter *n* might come next. This placed after *a*, we have the word *an*. Then *m*, which placed before makes *man* And so make *tan*, *ran*, *fan*, *pan*, *can*. For the next vowel take *i*, with *n* making *in*. Then, as before form *pin*, *bin*, *din*, *fin*, *sin*, *win*.

Thus proceed through the first reading chart, always using every word learned in oral sentences, and training the class to make them for themselves.—*Mass. Teacher.*

DIFFICULTIES.

THERE has, perhaps, been no time in the history of the present class of students who now fill, or have just filled our many excellent institutions of learning, when the world looked so dark to them, when they could look around and behold so large a wreck of disappointed hopes, as at the present. They are aware that the present pressure of the times, the many pecuniary embarrassments have driven many from our higher schools, and are withholding many more who have been waiting for a long time to make a commencement. Many students who have been much attached to their studies, have looked with deepest concern upon the impending crisis, feeling that at each step of depression it was crowding their chance of gaining a liberal education into a still more narrow compass, until at last the decision was forced upon them, to quit school for the present, and seek some other pursuit. Many of these students will never return to books and studies again.

As they mingle in the world, and seek and prosecute some other avocation, their affections will, in some cases, be won from books and study, by the scenes into which necessity has thrown them. Many will find it difficult to throw up the new business when the present monetary pressure shall be relieved, and many will perhaps go murmuring through a long life at the cruel freaks of Fortune, that their bright hopes have vanished, that their dreams all prove untrue, while their classmates, the sons of the wealthy, still go on. Many of these disappointed students will thus repine at Fate, and call this world unkind. But to those whose hopes are thus seemingly destroyed, this may prove a lesson of value. Not that they have been spenthrifts, and thus wasted the means which might have carried them some farther on the educational course, but the present disappointment, the first great stroke to many minds, will teach them that the path of life is full of obstacles, and not by close discerning can we escape difficulty. Even the air is tainted, the soil is cold, the ocean writhes beneath the tempest, and unseen exigencies meet us at every hand. We may read of cloudless skies, of fields where perpetual sunshine reigns, and the ripening grain needs but the sickle, but who finds them, certainly not the student, especially in these times.

Paradise is always just ahead of the emigrant, and the fairest pleasures of fancy oft' fade just as we are about to reduce them to possession. But these conflicts are not all injurious. Difficulties invigorate the soul; they are conditions essential to thought. They are but an exercise in moral calisthenics, which is to give increased strength to that strong arm of the mind—human will.

The arm of the smith gains strength from the weight of the hammer. The laborer gains hardihood from elemental contact, and the mind of the student gains power from this very obstacle which has arisen in his path.

It may be asked, who is the greatest reasoner? He who habitually struggles with the worst difficulties which can be mastered by reason. Were there no obstacles in the path to education, the mind would become so weak from inactivity, ere it had reached the end of its course, that education would be of little value. Were there no new seas to explore in science, invention would die from inactivity; the same were there no obstacles in life's path, mind would die for the want of something to do.

But how are you going to meet the present hinderance in your course? Difficulties develop resources; necessity is the mother of invention. Many of your number have gone to the district school-room, determined there to gain enough to proceed again in the coming spring; but the district school-houses will accommodate but a few of the many who have withdrawn from our higher institutions. Where have the others posted themselves? Wherever *you* stand in the rank and file of humanity, stand determined to act somewhere upon the broad plain of this world. Act with the determination of accomplishing something. Be industrious. Plunge into the difficulty; cross the Rubicon; keep the pole star of your first purpose in view, and at the earliest opportunity return to your studies again; gather up the wreck of your scattered hopes and go on.

There is scarcely any difficulty which perseverance can not overcome. Trace any great mind to its culmination, and you will find that its ascent was slow and by natural laws, and that its difficulties only such as ordinary minds can surmount.

You have hundreds of examples before you of cases more aggravated than your own. Cases which will prove to you that the most of human ills are only imaginary, which fly at the approach of a determined will. The simple resolution to surmount an obstacle, reduces at least half of the dread, while the determined reduction of the other half will call together such a concentration of the noble powers of the soul, that one will be astonished as well as repaid for the extra effort. Student! if disappointments have stopped you in your course, stand your ground, don't forever yield up those dreams of education. Prepare yourself, and at it again. The honor is only to the conqueror, and now is your chance, for there are no laurels to be won in a sham battle; if you gain it, it is a real victory.

GENEVA, *Nov.*, 1858. H. M.

COMPOSITION AS A DAILY EXERCISE IN SCHOOL.

MR. EDITOR:—What think you of the introduction of Composition as a daily exercise in our common schools? It is certainly a very necessary of one's education to be able to express, with readiness and ease,

thought and feelings produced by study, and as very few are born with superior talents of this kind, practice appears to be the only medium through which this desirable end may be attained. Many a bright thought lies hidden in the mines of ignorance, which, if brought before the world, would make it wiser and better for having been written. Composition digs deep into this mine of thought; brings to view the otherwise buried treasure, separates the dross from the pure ore, refines and elevates the nature, and often acts upon the mind as an anodyne, soothing into tranquility the troubled spirit. "There is that scattereth and yet increaseth, that withholdeth, yet tendeth to poverty." This beautifully illustrates the subject. If a child is taught early to note its thoughts, with the increase of years, will come increase of power in this respect, and, in whatever position in society it may be placed, this acquirement will be highly important. Many individuals can write fluently, yet can not converse with ease, such, if deprived of this method of conveying thought would remain mere ciphers in existence.

As soon as a scholar can write, he can think, think *clearly*, too, upon all subjects within the limits of his comprehension. If these thoughts are written upon the slate or paper, an impression is made, other objects are dwelt upon with greater interest, keeping in view the presenting their impress in a more tangible form, and the variety of subjects that will present themselves, keep alive the interest thus awakened. I have tried the plan in my school the past term, and find that it can be successfully carried out. My school numbered forty scholars, and every one of them wrote a composition daily. I found the children willing and prompt when the arrangement was thoroughly understoood.

An ample field for ingenious action is here laid before the teacher, and a knowledge of its weighty importance upon the future, will awaken attention to the matter.

E. B. LOWBER.

SPELLING.

ALTHOUGH much has been said and written respecting spelling, still I am disposed, from the manner in which the exercise is often conducted, to suggest a few thoughts upon the subject.

Not long ago I visited a school, and while I was present the spelling classes were called out one after the other. They came out in a confused, disorderly manner, no matter how, provided that after frequent changes of position, they found the proper place. The mode of dictating words by the teacher was faulty. Instead of giving the words their usual pronunciation as heard in reading, he took special pains, in many cases, to accent

each syllable, so that, in fact, he spelled the word for the scholar, and thus in a great measure relieved him of the necessity of studying his lesson. For instance, instead of pronouncing the words acorn, camlet, truant, etc., in the usual way, with the accent on the penult, a marked accent was given to both syllables. Such pronunciation is faulty in the extreme, and fatal to good spelling, for if a pupil is taught in this defective manner, the spoken word sounds so differently from the spelled word, that he will not be able to spell the former without this aid.

Another fault I observed, was the practice of permitting those who had misspelled a word "to try again," a practice pernicious in its results. It is destructive of self-reliance and *certainty* as to their knowledge of the lesson. Such spelling is simply guessing, and therefore should not be tolerated one moment. If the teacher pursues this course, his scholars will inevitably fall into a lax habit in the preparation of their lessons, and come to the recitation poorly prepared, for hard study is unnecessary, as they are informed by the teacher if they misspell a word, and the probability is that they can spell it correctly by making another trial. This is certainly wrong. The teacher should require his pupils to learn their lessons, so that they will be *positive* they know them, and the recitation should be conducted in such a manner as to secure this end. Each word should be pronounced distinctly, and only once, accenting it correctly, and granting the pupil but one opportunity to spell it. If spelled incorrectly, pass it to the "next," or what is better still, apparently take no notice of the mistake, give out another word to the "next," giving him an opportunity, however, to correct the mistake of the other if he has observed it, but if not, he will spell the word you pronounced to him, and thus you proceed with every member of the class. By this method you not only secure *certainty*, but another important desideratum—attention, for in order to discover and correct mistakes, each one is compelled to know how every word should be spelled, and listen attentively to the spelling of others.

If no one corrects the mistakes, all are regarded as having made them. Thus you make every member of the class responsible for the whole lesson, and the feeling of responsibility thus awakened acts as a healthy stimulus to study.

This I conceive to be an important point, and one which should receive more attention than is ordinarily bestowed upon it. In this respect many teachers fail. Apparently the lesson may be well learned and correctly spelled, but if another teacher were to hear it, or a different mode of conducting the exercise were adopted, the class might make many mistakes, evincing that it has not perfectly mastered the lesson. The teacher, therefore, should resort to various expedients to ascertain that his class has thoroughly learned the lesson. He should not rest satisfied with the mere ability to spell words pronouncing in regular succession, for if this method is uniformly pursued, scholars will learn to spell from association, and

will be unable to spell words not thus associated. The class should not only possess the ability to spell words when placed in a table with other words of the same number of syllables, and similarly accented, but when disconnected from the words with which they are usually found, and in any connection whatever. For this purpose it would be advisable to have occasional reviews, making a selection at random from what has been passed over, or perhaps make the exercise more general, consisting of words chosen promiscuously. It is also a good plan to connect spelling with other recitations, spelling difficult or peculiar words which occur in the reading lessons, and technical terms as they are met with in arithmetic, algebra, geometry, chemistry, natural philosophy, and other branches. Thus will be formed the habit of observing and becoming familar with the spelling of a large class of words which otherwise might be neglected, while at the same time the object to be obtained by the reviews recommended, would also be promoted.

If the teacher adopts the plan of having his class spell in rotation, calling upon "the next" whenever a word is missed, he will find his scholars depending upon him, in a great measure, to know whether the spelling is correct or not, and thus their knowledge is not of a positive character. He can very readily ascertain this fact. Suppose, for instance, that he gives out the word "separate," and that it is spelled correctly, but he calls upon the "next," and the next thinking it spelled incorrectly, spells it "seperate," then it is passed to the third, who being of the opinion that those who have preceeded him have failed, spells it differently from them, when it is pronounced to the fourth, and finally to every member of the class, some spelling it correctly, but the larger portion incorrectly, all, perhaps, thinking that they have missed it, and very much surprised at the result. I remember, on a certain occasion, to have heard a word of three syllables, and by no means difficult, given out in a similar manner to a class of thirty. Only six or seven of that large number spelt the word correctly, and they probably thought that they had not. This shows a lack of *certainty* on the part of the pupils, which the teacher should be careful to guard against.

These suggestions have been made upon the supposition that the exercise under consideration is conducted orally, which mode many teachers disprove of, and claim that the spelling lessons should be written, and very justly, as I think, but I do not propose in this article to discuss the relative merits of the two methods. I may on a future occasion. W. C. S.

FEMALE SALARIES.—If any one knows why a woman should teach or do any other good work, for half what a man would receive for the same service, let him give the world the knowledge; but if none can give a good reason for this disparity, then all should unite to remove it as injurious and unjust.

ERRORS IN THE MODE OF TEACHING ENGLISH GRAMMAR.

RICHMOND, *September 9th*, 1858.

THERE is no study pursued in our common schools, and perhaps not in many of the higher grade, the practical part of which is so much neglected or so little attended to as that of English grammar. To evince the truth of this remark, it need only be observed that among those who systematically pursue the study of grammar in our schools, the proportion of those whose language is in any degree improved by previous study, is extremely small. A still more striking proof, however, of the truth of this observation may be found in the fact that a large proportion of the teachers of our common schools, though they possess a competent knowledge of the rules and definitions of grammar, are, in a great measure, ignorant of their practical application. Although enough has been said to attest the truth of the preceding declaration, yet with a view of showing the necessity there is of a radical change in the method of teaching English grammar, I propose to extend my observations on this part of my subject, and show that errors in the practical applications of the principles of grammatical science, are by no means confined within the humble circle of those who have been thus far the subject of critical remark.

There is no more prolific source of error in composition than that which results from the wrong collocation of adverbs, and among these the adverb *only*, most frequently suffers from this cause.

A few examples will illustrate this point. "By greatness," says Addison, as quoted by Blair, "I do not only mean the bulk of any single object, but the largeness of a whole view." Here the wrong collocation of the adverb only makes it limit the verb mean; whereas, had it been placed after *object*, the sense would have been unimpaired, and the restricting force of the adverb would have been confined to its proper place. A writer in the *Wisconsin Farmer* observes: "We protest that the columns of the *Farmer*, only coming to us once a month, are too choice," etc. The place of the adverb *only*, makes it limit coming; though most unquestionably designed by the author to restrict the phrase *once a month*.* Again, in Dodd's *Cattle Doctor*, as quoted by the same journal,* it is observed: "If the animal is only blasted in a moderate degree, this treatment will generally prove successful." Here again, it is seen that the wrong collocation of the adverb makes it restrict the verb *blasted;* whereas it was designed to limit the phrase, *in a moderate degree*. Hence the arrangement should have been thus: "If the animal is blasted in a moderate degree only," etc. "There are miseries in idleness which the idle can only conceive."—*Dr. Johnson*. Corrected thus, which the idle only can conceive.

* Vol X., pages 160 and 162.

Instances of the same description may be multiplied *ad infinitum*, but these are sufficient for my purpose.

Active transitive verbs are sometimes indiscriminately used for neuter and intransitive. An instance of this kind, and one which the more frequently occurs from the similarity between them, both in signification and sound, is found in the indiscriminate use of the neuter intransitive verb *to lie*, and the active transitive verb *to lay*. "I am going to lay down," "He has laid down," etc., are expressions which, though they appertain more frequently to the colloquial style than to polished composition, are by no means limited in their use to that class of persons who make no pretensions to intellectual culture. Though not within the scope of my present design, it may perhaps put that class of persons on their guard, who thus indiscriminately use these verbs, to inform them that the imperfect tense of the former, *lay*, precisely corresponds with the present tense of the latter, that they are nearly identical in sense, but that the one being transitive, and the other intransitive, a careful discrimination should be exercised in the use of them.

In the use of verbs and phrases which, in point of time, relate to each other, the order of time, even by some of our best writers, is not sufficiently observed. "I intended to have written," is an expression which is so often dropped, both from the lips and the pen of speakers and writers of almost every grade of intellectual culture, that, although irreconcilable alike to grammar and to sense, it fails to excite the least attention. "I found him better than I expected to have found him." "From the little conversation I had with him he appears to have been a man of letters." "I intended to have been here before."* "Columbus had fondly hoped at one time, to have rendered the natives civilized, industrious, and tributary to the crown."† These expressions are sanctioned by high authority as well as by common usage, and though not in accordance with my present design to act the part of a connoisseur or lingual expositor, it may not be amiss to observe that, in these instances of impropriety the act or intention of doing a thing, or of coming in possession of a fact, is made to precede the design or expectation of doing so. They are, therefore, solecisms in language, and, says Murray, whose grammar is, to a great extent, the foundation of all that have succeeded it, "verbs of the infinitive mood in the following form; to write, to be writing, and to be written, always denote something cotemporary with the time of the governing verb or subsequent to it." Again, he observes, "all verbs expressive of hope, desire, intention, or command, must invariable be followed by the present, and not the perfect of the infinitive." Conjunctions connect not only the same moods and tenses of verbs, and the same cases of nouns and pronouns, but also the same forms of those cases as well as of those moods and tenses. The accomplished Mr. Addison is, therefore, guilty of a sligh

* C. W. Sanders. † W. Irving.

inaccuracy when he says of the Deity that "he is a being whose center is every where, and *his* circumference is nowhere." "Deliver me from the hand of strange children, whose mouth speaketh vanity, and *their* right hand is a right hand of falsehood."* This rule, it is seen, requires that the possessive pronoun, in the latter instance as well as in the former, should be of the relative kind. In the following sentence from Dr. Johnson, the same rule is violated. "Among all the animals upon which nature has impressed deformity and horror, there is none *whom* he durst not encounter." With respect to that portion of the preceding rule which relates to the moods and tenses of verbs, the following from an eminent author is an example:

> "The sun looketh forth from the halls of the morning,
> And *flushes* the clouds that begirt his career."

In instances in which one or more plural nouns occur between a singular noun or pronoun, and the verb to which it grammatically refers, it is common among the writers of some of our most popular magazines and periodicals of the day, to make the verb agree in number with the intervening plural rather than with the preceding singular noun or pronoun with which it is connected. The following are a few instances, among many of this kind, which might be adduced.

"Not one in fifty of those who call themselves Deists, *understand* the nature of that religion which they reject." "A conformity of inclinations and qualities, *prepare* us for lasting friendship." "Not one in twenty of modern infidels *are* thoroughly versed in their knowledge of the Scriptures." The following occurs in a communication, signed W. C. S., in the *Journal of Education*, "At present he, with his co-adutors, *are* zealously laboring to effect a reduction of salaries."† In instances of this kind the mathematical relation which subsists between the plural nouns and the verbs with which they are made to agree, is allowed to take precedence of the grammatical construction which is required alike by propriety and good sense. The practice prevails, to some extent, of separating the particle *to*, from verbs in the infinitive mood with which it is connected, and of which it constitutes an integral part. The following, which are found in the September Number of the *Journal of Education*, are instances of this kind: "The County Superintendent shall hold annual sessions at the call of the State Superintendent, *to* mutually aid each other in their duties," etc. "It becomes you, therefore, *to* judiciously, yet sedulously *cultivate* a fellow feeling for your kind." Instances of this kind are, to say

* Bible.

† The writer hopes that no exceptions will be taken at the liberty that is here, and in other instances, used, as it is prompted only by a desire to promote genuine science.

the least, unharmonious, if not inelegant, as the connection between the particle *to*, and the verb of which it forms a part, is too intimate to admit of being thus disjoined.

The pronominal adjective *such*, is improperly used instead of *so*, in instances like the following: "But the teachers uniformly refused to comply with such an arbitary, unjust rule." "The present principal refuses to remain any longer for such an inadequate compensation."* "When we refer," says Murray, "to the species or nature of a thing, the word *such* is properly applied, as: Such a temper is seldom found; but when degree is signified we use the word so; as, "so bad a temper is seldom found." The latter construction would, therefore, have been preferable in both the instances quoted above. These criticisms have already been sufficiently extended, although they might be indefinitely multiplied. It is now time to make the application. I propose, then, to institute the inquiry, why does there exist such a mass of error, in every grade and variety of style, as we have seen, in the application of the rules of grammar? If in applying the principles of arithmetical, geographical, or philosophical science, the same degree of uncertainty, *cæteris paribus*, were found to obtain, those sciences would, in a great measure, be discarded as unworthy of reliance or a new era, with respect to the mode of teaching them, would be speedily ushered in. The standard of grammatical accuracy, it is true, is not immutable, like that of the sciences mentioned; yet it is as much so as the nature of the subject admits, and sufficiently so to induce the conviction that the latter mode of procedure is the only practical one with respect to the science of English grammar. The formation of incorrect habits in the use of language, may be traced far back into the period of early childhood. The first erroneous scribblings on the blank sheet of ignorance are made in the nursery. Erroneous habits, thus early begun, continue to be multiplied, strengthened, and confirmed in the family circle, until the child becomes of sufficient age to enter the school-room, and here the condition of his mind, for the reception of correct principles and modes of expression, is not as favorable as though he had previously been the subject of proper training; much time must necessarily be consumed, even under the most favorable circumstances, in eradicating improper forms of expression. The most unnatural feature of the case, however, remains yet to be revealed. It not unfrequently happens that teachers of the common schools, not only make no effort to correct the vulgarisms and improprieties of those of their pupils who are pursuing the study of language, but actually assist to strengthen and confirm them, by their own example. Much like the conduct of that, fond parent who, in the utterance of an oath, should attempt to prohibit the use of profane language by his wayward boy. There is, at least, one circumstance more which is capable of adding, truthfully, to the

* W. S. C. *Journal* for September.

coloring of this picture. The writer, during the course of his experience as a teacher, has not unfrequently seen *young ladies*, who were, at the same time, attending to the study of the English grammar, attempt to make derision of those pupils, the example of whose parents had taught them some degree of propriety in the use of language, as though the study of the science of grammar was culminating on the meridian of its popularity, and capable of contributing much to the polish of the lady, while, at the same time, the practical part of that science, was not only totally neglected, but regarded as a proper subject of ridicule and contempt. These evils are not only direct in the tendency which they have to corrupt the language of writers and speakers in general, but they become a second time reflected in the person of the teacher, who constitutes the starting point from which they are radiated in every possible direction.

Thus it is that the series of scientific wrongs is circulated in endless succession, until the language of those who are regarded as models of propriety, becomes in its turn corrupted, and in its turn becomes the instrument of like corruption in others. In addition to the neglect of, or inattention to the practical part of English grammar, as being the chief cause of the prevalent inaccuracies in the use of language, it is quite probable that a concurrent influence in the same direction, is attributable to the too prevalent notion that a competent knowledge of the use of language, can be derived from general reading and an observance of the colloquial style of correct speakers. For the information of this class of persons, and with a view to correct the erroneous opinions just referred to, it may not be amiss briefly to direct the attention to the following facts and observations. In relation to this subject we have the authority of Dr. Blair, whose writings have contributed much to polish and enrich the English language, that "If any one suppose he can catch the attainment of a correct style (and mode of address) merely by the ear, or acquire it by a hasty perusal of some of our good authors, he will be much mistaken. The many grammatical errors, the many impure expressions which are found in authors who are far from being contemptible, demonstrate that a careful study of our language is previously requisite for writing it with propriety, purity, and elegance." In addition to this, we have the most indubitable proof of the truth of the proposition, that a competent skill in the use of our language can not be acquired in the manner against which I am contending, in the fact that ours is a compound language, resulting from the influx of many lingual streams, and therefore much diversified and irregular in its structure—that although short in its syntax and simple in its form and construction, this very simplicity is the cause of its being frequently spoken and written with inaccuracy. If what is here asserted appears, at first view, somewhat

paradoxical, a more circumstantial view of the facts in the case, will render it obvious to the understanding of all. The English language, which is spoken by us at the present day, is a mixture of the ancient Saxon, Danish, and Norman French, together with such an influx of foreign words and phrases as has resulted from an indiscriminate commercial intercourse with the nations of the Old World, and a fuller development of the wants of science and art, supplied through a succession of ages, from the treasures of Greek and Latin lore.

Resulting, as is seen, from the influx of so many dissimilar parts, each bringing with it, in some measure, its peculiarities of idiom, structure, and modification, it is at once seen to be a Herculean task to divest it of its heterogeneous features, and subject it to those general rules to which simpler languages, and those built on one foundation, are subjected. Hence that want of analogy in structure, and that irregularity to which reference has been had, and which to a considerable extent, of course, augment the labor necessary to the acquisition of a competent skill in the use of our language. On the other hand, characterized as it is, by a considerable degree of irregularity and want of analogy in structure, there yet remain some traces of a common origin—"Some marks in the words themselves which show their relation to one another, and point out their concordance and their government in a sentence." From this paucity of features which pervades the general structure of our language, necessarily result the shortness of our syntax, and the simplicity, when considered as a whole, in its form and construction. From these facts it is doubtless inferred by many acquainted with them, that a sufficient degree of accuracy in the use of our tongue may be acquired without study.

Thus much it has been thought proper to say, to show that the errors and abuses in the use of our language, are referable to the impression which obtains with, at least, a few that no previous study is requisite in order to speak and write it with propriety; but chiefly it must be borne in mind, these errors and abuses have been shown to be attributable to the neglect or inattention to the practical part of English grammar. I now proceed to prescribe the remedy; and here, let it be observed, that the reformation must commence with the teacher, in as much as it is he to whom is intrusted the proper training and direction of the budding intellect. He should, therefore, be thoroughly versed in whatever relates not only to the science, but also to the practical application of the rules and principles of English grammar. He should be familiar with the most minute details of a correct style, both in speaking and writing; and above all he should be a model of proprlety in the use of language in his ordinary intercourse with his pupils. Thus the practical labor of unlearning what

has been learned amiss, so far as the teacher is concerned, will be avoided, and the mind of the pupil be prepared for the prompt reception of correct principles and practices.

So important is this particular direction to the teacher in imparting instruction to his pupils in the science of language, and so frequently is it neglected, that it is deemed a proper subject of such additional observations as may be designed to put him on his guard.

Nothing can be more opposed to the principles of a sound philosophy, or the dictates of common sense, than to see the teacher, as is sometimes done, assiduously engaged in imparting instruction in the abstract rules and principles of English grammar, while, at the same time, he permits either himself or his pupils, unnoticed, to violate those rules in practice. Nothing is more unnatural or more at variance with the course pursued in giving instruction in the other sciences, than for the teacher to require his pupils to con those rules of English grammar which interdict the use of the objective pronoun *them* in the place of the demonstrative *those*, which prohibit the use of two negatives in the same construction, or which forbid the substitution of the past participle in the place of the imperfect tense of the verb, as, "I done it," "I seen it," etc., while, at the same time, he tolerates such improprieties either in himself or his pupils. The general principle that precept without corresponding example is nugatory, is, as in other instances, equally as applicable in this, and may be urged with equal force. How long it may be justly asked while these vulgarisms and improprieties continue to be tolerated in our common schools, will it be before the English language will be spoken with any tolerable degree of purity by those who receive their instruction in these institutions?

So far as such a result is concerned, the study of English grammar may as well be stricken, from the catalogue of studies pursued in these schools. In addition to the observance of the strictest propriety in his colloquial intercourse with his pupils, the teacher should never fail to correct any violation of the rules of grammar on the part, especially, of those who are pursuing the study of it, at the same time calling their attention to the rule violated, and to the erroneous principle involved in such violation. As another source of advantage to the pupil, and one eminently calculated to improve not only his skill in composition, but also his orthography and penmanship, may be reckoned the writing at regular intervals of short specimens of composition, to be presented to the teacher for correction, and returned by him to the pupil, accompanied, invariably, by such critical remarks as the nature of the rules violated may suggest. This exercise, it is not contended, is either new or original with the writer; it is, however, asserted that not half the importance is attached to it which its value, as a means of improvement to the pupil, demands. Nor is it by

any means so generally practiced, nor so often repeated, as it should be. As respects the frequency of its repetition, no specific rules can be given. This is a matter which must, in a great measure, be left discretionary with the teacher; it may, however, be remarked that much less injury will be likely to result to the pupil from an unnecessarily frequent repetition of this exercise, than from a recurrence of it at too long intervals, or from an indefinite postponement of it from time to time. "The mind," says Dr. Andrew Combe, in his principles of physiology, "always performs its task with the greatest ease and efficiency, when required to repeat the same exercise at regular intervals," and all enlightened experience confirms the truth of this observation. By the way the principle here referred to is equally applicable to all the other exercises of school as well as to composing.

This exercise should, then, be repeated, at short and regular intervals, and, ultimately, it will be found that what was at first regarded as an irksome task, will be entered upon and performed with a degree of alacrity and delight which will fully compensate for all the labor and application necessary for the acquisition of no ordinary degree of elegance and skill in composition. The pupil should, however, be instructed that, in the language of Dr. Blair, "it is not every kind of composing that will improve his manner of writing." In the beginning, therefore, he should write slowly, and with much care; and finally, he will realize the truth of that observation, "speed and facility are the fruit of practice."

It has been asserted that this exercise will be a source of advantage to the pupil in improving his method of spelling. It will be known that there are many who, when required to spell by the usual oral methed, can do so with a tolerable degree of correctness, but who, when they attempt to combine and arrange the letters of a word or words, in writing, very often fail of success. The exercise of composing it is at once seen, is the desideratum sought for by that description of pupils to whom reference is had. The writing of compositions is to the study of English grammar what the use of the blackboard is to that of arithmetic, or to the demonstration of the problems of Euclid. It renders tangible and easy of access, and therefore practically useful, that which, without such aid, is understood only in theory, and is, therefore, of little or no practical utility to the student.

Finally, the inquiry may, with propriety, be instituted, what are the advantages proposed to be attained by the ability, on the part of the youthful aspirant, either male or female, practically to apply, with ease and correctness, the rules and principles of English grammar both in speaking and writing?

In reply to this interrogatory, it may be remarked that no quality of the

head or heart operates more efficiently as a passport to refined and elegant society, or to posts of trust and honor, than that which is now the subject of commendation.

The great and good Washington, who is regarded as equally good authority in the arena of mind and morals as well as of military heroism and statesmanship, is known to have attached so much importance to a correct and genteel mode of address, that he made its possession an essential prerequisite to admission, either into his cabinet of officers or his domestic circle. "Whatever knowledge," says Blair, "may be gained by the study of other languages," or, it may be added, by the pursuits of science and art, in any of their departments, "it may never be communicated with advantage, except by those who can write and speak their own language with propriety. Let the matter of an author be ever so good and useful, his compositions will always suffer in the public esteem, if his expressions be deficient in purity or propriety." "These polished acts," says the poet, of which the one in question occupies a prominent position, "have humanized mankind,

Softened the rude, and calmed the boisterous."

Finally, as one of the most important results which may be expected to follow from the attainment of an easy elegance and propriety of expression, both in writing and conversation, may be reckoned not only the progress from the confusion, disorder, and want of management which characterize the colloquial style, and attempts at composition, of illiterate persons, to that degree of elegance, propriety, and force of expression, and that orderly arrangement of ideas, which are characteristic of the productions of the disciplined mind; but also the efficient aid which results from such acquisition to the discipline of the mind itself. For, in the philosophy of mind, no fact is better established than that, while the pupil is acquiring the arranging and expressing of his thoughts with purity, propriety, and force, he is at the same time learning to think methodically and profoundly. "There is little prospect," says G. Brown, "that education will ever be generally raised to a just appreciation of that science (the science of language) which more than all others, forms the mind to habits of correct thinking." Again, says Blair, "All that regards the study of composition, merits the higher attention upon this account, that it is intimately connected with the improvement of our intellectual powers. For, I must be allowed to say, that when we are employed, after a proper manner, in the study of composition, we are cultivating the understanding itself. The study of arranging and expressing our thoughts with propriety, teaches us to think as well as to speak accurately."

In conclusion, it is believed, we are justly authorized to conclude, in view of the facts and observations which have been adduced, relating to the subject under consideration, that one-fourth, or at least one-half, the time usually devoted to the study of English grammar, if accompanied with the appliances which have been thus imperfectly sketched, would secure to the scholar a better knowledge of language than that which is now attained.

B. H. STARK.

RIPON TEACHERS' ASSOCIATION.

RIPON, *November 6th*, 1858.

AT a meeting held in October, 1858, for the re-organization of the "Ripon Teachers, Association, Mr. Bayley, of Brockway College, was appointed to read a paper on the best method of organizing a school; and Miss Marlin was appointed to read an essay at the next meeting of the Association.

After the transaction of business, the Association adjourned to meet in Brockway, on Saturday, November 6th, 1858.

At the ringing of the bell in the morning a few teachers convened, and after the opening exercises, proceeded to the election of officers for the coming year, which resulted in electing J. M. Fry, Esq., Pres.; Mr. Hoyt, Vice-Pres.; Miss Marlin, Sec'y; and Mr. Valentine, Treasurer; Messrs. Short and Maccauley, and Miss Adams, Executive Committee, after which your reporter went to dinner, and I presume all at the meeting did likewise. The P.M. meeting convened at 1½ o'clock, and was well attended. we first listened to the paper of Mr Bayley, after which the subject of the paper (School Organization) was discussed at length by several gents; secondly, to the essay by Miss Marlin, subject—"Teaching Reading," written in poetry. The subject of the composition was then made the subject of discussion for a short time. The Association then adjourned to meet in the First Ward Union School-House, Ripon, Wis., in four weeks, at 10 o'clock A.M. More anon. Yours,

FONOGRAPH.

A candidate for Congress, out West sums up his *edication* as follows:

"I never went to school but three times in my life, and that was to a night school. Two nights the teacher didn't come, and 'tother night *I had no candle!*"

COLUMBIA COUNTY TEACHERS' ASSOCIATION.

THIS body held a convention at Pardeeville during the last week in Oct., and we conclude, from reading the proceedings published in the Portage City *Record*, that it must have been an interesting session.

Exercises in reading were conducted by Mr. Cox and Mrs. Zoller, in grammar by Mrs. Zoller and Mr. Richardson, in geography by Mr. T. C. Barden, and the following subjects were discussed during the session, viz.: Graded Schools; Reading the Scriptures in School; School Government, Music in Schools; Teaching Writing in Schools, and the Duties of Parents to their Children.

Addresses were delivered by Messrs. Baldwin and Hughson, on the great changes in our educational system; by Mr. Barden on the moral qualifications required for a good school teacher, and by Mrs. Zoller on Education. The Executive Committee made the following appointments for the next convention: Rev. Geo. C. Heckman, Opening Address; Mr. Richardson, the Social Advancement of our Country; Mr. Emerton, Declamation; Mr. Gilbert, The Importance of the Teachers' Station; Mrs. Zoller, School Government; Miss Emerton, Essay on Music. After passing resolutions of thanks to the citizens of Pardeeville, to Mr. L. A. Gilbert, and Mrs. Zoller, the Association adjourned to meet at Portage City, on Tuesday, April 25th, 1859.

WAUPACA TEACHERS' ASSOCIATION.

PURSUANT to a call for that purpose, the teachers and friends of education in Waupaca County met at Weyauwega, on the 13th October, 1858, to organize a Teachers' Association.

The meeting was called to order by C. F. Hobart, of New London, and Melzar Parker, of Weyauwega, was called to the chair, and E. M. Austin, of the same place, was chosen Secretary.

It was then moved that a Teachers' Association for this county be now formed. After some remarks from C. F. Hobart, the motion was unanimously carried.

The following persons were chosen a committee to draft a constitution: Messrs. Delos Luce, Chas. F. Hobart, Melzar Parker, Mary Taggart, Lucy Gibson, and Emma Gardner.

In the evening Rev. W. W. Templeton addressed the Association on the subject of Phonetics.

Oct. 14—Morning session.—The committee appointed for that purpose reported, and the report was accepted, and after amendment of some of the articles a constitution was adopted as follows:

"Art. 1.—This Association shall be called the Waupaca County Teachers' Association, and shall have for its object the mental improvement of its members, and the advancement of public education throughout the county.

"Art. 2.—This Association shall consist of the teachers, the school officers, and the friends of education, each male member paying the sum of 50 cents annually. Honorary members may be elected at any meeting, and on payment of the annual fee, shall become acting members.

"Art. 3.—The officers of this Association shall be a President, a Vice-President, a Recording Secretary, a Corresponding Secretary, a Treasurer, and a Board of three Directors, to be elected at the annual meeting.

[We are obliged to omit the remainder of the Constitution for want of room.—Ed.]

Thirteen gentlemen and twenty ladies signed the Constitution and became members of the Association.

Delos Luce, Chas. Hobart, and Mary Taggart, were appointed a committee to nominate officers of the Association for the ensuing year.

Afternoon Session.—Meeting called to order by the chairman. The committee on nominations reported, and report on motion was accepted.

The following persons were elected as officers for the ensuing year:

Melzar Parker, President; Geo. F. Hammond, Recording Secretary; Miss Mary Gardner, Corresponding Secretary: Miss Emma Caldwell, Treasurer; Rev. W. Templeton, Miss Lucia Gibson, and Miss Salome Moodie, Board of Directors.

The following persons were chosen a committee on resolutions: Charles F. Hobart, George Selleck, and Miss Emma Caldwell.

On motion voted to adjourn to 6½ o'clock this evening.

Evening Session.—The Association called to order by the President, and the minutes of the preceeding sessions read and approved.

On motion Mr. Templeton was called to the chair, while the Association should listen to an address from the President.

Mr. Parker then delivered an address before the Association on the Necessity and Advantage of a System in our Public Schools.

After the address it was moved and voted that a committee of four be chosen to revise our minutes for publication in our county papers, and also in the *Journal of Education*. The following persons were elected that committee:

Melzar Parker, G. Selleck, Miss Mary Gardner, and Miss Lucia Gibson.

On motion voted that each member be requested to prepare an essay on some subject for the next meeting.

The committee on resolutions reported the following, which was accepted, with the understanding that they should, for the want of time, not be discussed, but printed with the minutes of the Association:

[We give the substance of the resolutions.—Ed.]

Resolved, That this Association hold semi-annual sessions of one week each; that children under six years of age should not be allowed to attend our common schools; that we consider the physical development of the system equal, if not of paramount importance, to intellectual culture; that common schools should be liberally supported, and receive the hearty co-operation of all friends of education; that the thanks of this Association be tendered to the citizens of Weywauwega, for their hospitality to its members during its session.

Resolved, That the proceedings of this Association be published in the papers of this county. and the *Journal of Education*.

On motion voted that the Association adjourn to such time and place as the Executive Committee may hereafter designate.

WAUSHARA COUNTY TEACHERS' INSTITUTE.

THIRD SESSION.

PURSUANT to previous notice, the third session of the Waushara County Teachers' Institute, was held at the village of Wautoma, during the week commencing Monday, October 11th.

On Monday afternoon the teachers, school officers, and other friends of education, met and proceeded to organize.

Lewis Richardson, of Marion, was chosen temporary chairman, and George W. Witter, of Dakota, temporary Secretary.

Dr. George F. Witter, Owen J. Owens, and Miss Eliza F. Barrett, were appointed a Committee on Finance and Membership.

Dr. M. Barrett, Henry O. Pierce, and John E. Davies, were appointed a Committee on Resolutions.

Dr. Barrett, O. J. Owens, and J. E. Davies, were appointed a Committee on Permanent organizalion, to report officers to preside during the present session of the Institute, etc.

TUESDAY, October 12th.—The minutes of the preceding day were called for, read, and adopted.

The report of the Committee on Finance and Membership was presented and adopted.

The Committee on Permanent Organizations reported the following persons as officers of the Institute:

Oscar Babcock, of Dakota, Pres.; Lewis Richardson, of Marion, Vice-Pres.; and John E. Davies, of Springwater, Secretary.

The President elect not being in attendance on Wednesday, Mr. H. Pierce was appointed to preside over the sittings of the Institute, which continued in session

till Saturday noon. On Tuesday evening Rev. Mr. Richards, of Berlin, delivered an able address upon "The Attributes of the Mind." On Wednesday evening an address was delivered by J. E. Davies on "Our Teachers of To-Day;" and on Friday evening a temperance address was delivered by Mr. J. H. Nichols. During the session exercises were conducted as follows: In orthography by Dr. Barret; in spelling by Dr. Barrett and H. O. Pierce; in reading by Rev. Mr. Richards and J. W. Harris; in geography by Dr. Barrett and J. E. Davies; in mental arithmetic by J. E. Davies, and H. O. Pierce; in written arithmetic, by J. W. Harris; in Grammar, by J. E. Davies and Miss Mary Morse. Several resolutions were discussed and adopted; we give the most important ones:

Resolved, That all communications in school, either by whispering, writing, or otherwise, should be suppressed.

Resolved, That the present system of school supervision is inefficient, and an additional office of Senatorial, or Judicial District Superintendency ought to be established.

Resolved, That the establishment of Normal Schools and Teachers' Institutes, is a measure imperiously demanded by the wants of our common schools, and one that ought to receive the attention of our Legislature.

Resolved, That the members of this Institute appoint a certain person or persons to draw up and present to the notice of the next Legislature, a memorial, requesting the appropriation to each county in the State, of the sum of fifty dollars annually, for the purpose of holding Teachers' Institutes in the several counties; and that Dr. M. Barrett be requested to draw and present said memorial.

On Saturday the members proceeded to organize themselves into a County Association, to be known by the name of the Waushara County Teachers' Association.

The following persons were chosen officers:

Dr. M. Barrett, President; H. O. Pierce; W. A. Bagg and Miss Mary Morse, Vice-Presidents; J. W. Harris, Secretary; Miss Eliza F. Barrett, Treasurer.

Despite the unfavorable state of the weather, and the excitement caused by the political convention held at the time, the attendance was larger than ever before. Although we were not favored with the presence of some of our friends from abroad, whom we had expected, and were consequently left to our own resources, yet the expression was general, that the Institute had passed off in a manner both pleasing and instructive. The remarks made by members at the close, were indicative of the strongest fellow-feeling and sympathy with each other, the liveliest sentiments of gratitude to the kind friends in Wautoma, who are always ready to lend a helping hand in every good cause, and a full determination to strive harder and harder in the noble work of forming the character of the rising generation.

JOHN E. DAVIES, *Secretary*.

Home Department.

CHEERFULNESS.

STANDING on the verge of one of our broad prairies on a sober autumn day, when the clouds sail by in almost compact masses, and the swift wind sways the tall grass, how beautiful it is to watch the shadows come and go along the wavy plain. Now it stretches before us dark and forbidding, and anon through the cloud-rifts fall showers of sunbeams, till the breezy undulations lie in drifts of golden radiance. Then creeping stealthily onward in the distance come the shadows, and a heavy gloom again rests on the grassy sea, which is soon chased away by the golden beauty of the sunlight.

Cheerfulness is the mental sunshine that illumines our way through this shadow-land, whether it emanates from the recesses of our own spirits, or gleams from the loving eyes and sunny smiles of those we daily meet. Its charm is potent, indescribable, unquestionable, universal; to be cultivated in the inner and spiritual by those external appliances, the little things of our daily existence.

It is not enough that we look cheerful ourselves, but an air of pleasantness, an emanation of cheerfulness, should pervade our homes, our associations, and all our surroundings.

How often do we feel the want of this, the moment we enter the house of a stranger. At a glance we seem to look into the very soul of the presiding spirit of the household. Perchance it is a country house by the side of a running stream, embowered in elms. The structure is plain, but tasteful, with green window shades and white palings. From every nook along the winding walk the flowers nod you a "good morning," and the frail vines over the door-way are waving you a welcome. Within the plain, white muslin curtains; the pictures few but tasteful; the graceful arrangement of flowers in vases; the familiar books; the coarse but lively carpet; the warbling of birds in the elm branches over the roof, all *little things*, but they charm and warm your heart; and in this interval your soul seems like a swift bird of song, winging its way through a pleasant atmosphere.

You enter another home, a cumbersome structure, darkly painted and imposing. The wall is high, and shuts out the singing breezes and the ringing laughter of children. The walks are angular, scrupulously smooth,

but damp and cold. A chained cur growls at you as you pass, and you feel a sense of coldness creeping along the heart-strings, a choking sensation of sadness, as if you were entering a burial vault. Inside every thing is massive, grand, and costly. The marble statuary, "The silken, sad, uncertain rustle of each purple curtain," the muffled footfall on the "tufted floor," the chanting of caged birds echoing along the darkened hall, all fill you with an oppressive feeling, a wild longing for a walk in the golden sunshine that is flooding the broad street you have just left.

And why this difference in the two homes? It is not riches, but the arrangement, the artistic grouping of something beautiful, something cheering, upon which the eye delights to linger; something to charm the ear, in and around our homes; something to call for the spirit of happiness, of cheerfulness in ourselves and in our companions.

Children are the most susceptible beings in the world, as easily pleased as annoyed by trifles, and if always brought within the sphere of a happy influence, why may we not augur for them a glorious meridian, a generous manhood? But in order to attain this happy consummation, this fair fruition, the home and school influences must be congenial. The teacher must be gentle and kind of heart, sympathizing, and uniformly cheerful. We know not how a little word, a look or tone, may change the whole current of a child's lifetime. Unless extremely thoughtful, and "ruling our own spirits" at all times in all places, we forget to leave our own peculiar trials and sorrows within the precincts of our own dwellings. Sad thoughts cast shadows on our faces, and the sadness is mirrored in the child-faces we meet and look upon through the day. It is but a little self-denial (if we could but think so), and often a blessing to us, to shut way the dark thoughts; to *feign* until we really *feel*, a sense of happiness in being alive—a resident of God's beautiful world, where He daily brings to us so much of good for willing hands to do. The shadows will be chased away by the sunshine, and this sunshine multiplied in radiance will shine out from the eyes and hearts of every pupil under our charge.

An attention to the externals of the school-room will contribute much to the cheerfulness of both the teacher and the taught. Cleanliness first, pleasant light, good ventilation, pictures on the walls, if destitute of maps, a bouquet of flowers on the table, a merry song at intervals to relieve the monotony of study, all but *trifling matters* of consideration seemingly, but which conduce to make the school-room a pleasant place—eagerly sought in the morning, and reluctantly left in the evening. It will cost us but little care, this attention to the surroundings of our daily avocations. Let us think of them—apply and thus make our calling more glorious by blessing abundantly those innocent ones whom Jesus blessed in his mission to a lost world. NETTIE ROBERTS.

WHITEWATER, *Oct.*, 1858.

WHAT IS LIFE?

WHAT a simple, common word is *life*, and yet how full of hidden meaning—deep, deep mystery. It is a process of development wrought by an invisible agency advancing ever. Beneath its mystic influence a tiny seed is deposited in the earth, and by-and-by a germ appears, a fresh, green plant, and then a lovely flower, as beautiful as those which bloomed and faded in that Oriental garden, when the morning stars first sang together. An acorn bursts its shell-like prison, and from its center rises, with slow but steady movement, the majestic oak, whose branches tower aloft toward heaven.

Beneath this spell the moist, cold ground, hardened by the breath of winter, is in a short time covered with the waving grain, all ready for the reapers. From darkness and decay spring light and beauty, joyously animated by the ever-moving, restless spirit—life. The very air that fans the fevered brow is full of it; the earth we tread upon—aye, all within the broad range of our vision. From the minutest animalcule inhabiting a dew-drop, to the stately war-steed, full of grace, and pride, and strength, we see this all pervading presence, passing and repassing, in innumerable forms, with the rapidity of dramatic evolution.

The highest and most perfect form of life is *man*. When, at the fiat of Omnipotence, creation rose from chaos in all its grandeur and sublimity, the work was not complete until *he* became a living soul, with reason as his guide, and truth his polar star, pointing him heavenward. Then life was a scene of high and holy beauty, and its end a quiet slumber—an awakening to a glorious state of immortality. Now how changed! It is a never-ceasing contest. With the mark of his first sin on brow, and mind, and soul, man passes struggling on, and while passing, gives *his* answer to the question, "What is life?"

Life? asks the bustling, worldly man—how strange the query. Is it not toiling that one may reap a golden harvest? Wealth is the talisman to ward off evil, and he alone who possesses it stands within a charmed circle, where care can never come. And, while toiling thus, an unseen finger writes a fearful name upon his brow—the spirit feels its utter, hopeless desolation.

Life! says the maiden, as she dances o'er the flowers, unmindful of their thorns. Oh! Life is beautiful, and lovely spirits bask beneath its lights. Strangely tender ties are twined around the very being, and human heart-harps yield sweeter music than the fabled lyre of Orpheus, beneath the touch of love. Why give a thought to sadness, when the brow of hope is

circled by such radiant haloes? But pleasure dies, the jewels of her soul are buried, and all is mockery.

Life! says the man of science, consists in the unfolding and development of that which "knows itself to be"—which feels the high pre-rogative of an immortal spirit. From matter, by regular gradations, he ascends and rests at last in Reason as the highest good, but bends no knee to Him who rules in that vast realm. Alas! the cap-stone wanting only to complete the structure.

Human life is threefold, physical, intellectual, and spiritual, and though a full united development of each is needful, they are strangely divided. Physical life stands lowest in the scale, and yet so many votaries have gathered round its standard that their name seems legion. Fearfully progressive, with the never-ceasing cry of "Wherewithal shall we be fed and clothed." The world of sense to them is the whole world, and only beautiful while ministering to the requirements of their lower earthly nature. They see no beauty in the waving forest save the prospective beauty of stately dwellings; hear no voice from the sounding sea but the voice of commerce; recognize no genius in a Newton, Bacon, Kepler, Franklin, aside from that which reduced their philosophy to bread-earning, practical purposes. Such men as Milton, Schiller, Goethe, are useless bubbles on the stream of time—their glorious conceptions but vagaries of disordered brains. The world beyond is but a dim uncertainty, a thing of minor importance, while worshiping at the shrine of mammon. In these how faint the image of Divinity—how widely severed from its high Original.

But all are not content to pass life thus; there is a ruthless yearning among men for more substantial aliment; a constant longing to solve the problem of existence, and to know all things. Vast stores of knowledge are opened, depths of thought fathomed, the earth, the air, the very heavens are searched for intellectual light. Music and her sister arts adorn with grace and beauty the varied scenes of life, and literature and history preserve, on an enduring tablet, the triumph of humanity. Philosophy, with stately steppings, leads man to her deep haunts, and points him to the shadows of immortal forms from heaven. The beauty-loving Greek gazed at these shadows till he almost recognized Infinity.

But even in the intellectual, as in the physical world, that which we most admire is fleeting, fading—its brightest charms are but day-dreams of hope that pass from us before their forms and features are fully stamped upon the memory. They fade away, and leave us, wreck-like, on a wide waste of waters—leave us still longing for some unknown shore, some moveless anchor.

There is, indeed, a higher, purer life; a spiritual world more beautiful by far than any earthly Eden. There is no darkness there—it is illumin-

ated by the light irradiated from God's throne; no discord there, for every sound is melody; no falsehood there, for truth presides, an ever ruling deity. No physical want is known, and mind enthralled no longer, has full scope for its immortal powers. A veil-like partition separates this world from ours, and because man does not see the mysteries beyond, he wears his shackles still, and gropes his way in darkness.

This powerful struggle between hope and fear, the spirits, as it were of light and darkness—can good proceed from thence? In nature we witness mighty winds, but in them God is not—fearful convulsions which almost rend the earth. He is not there, but in the soft whisperings of peace and love, we feel his presence, and awe-stricken veil our faces. God's image, implanted in the soul, though half obliterated, is not utterly effaced, and life's constant struggle seems but an effort to win man back to his first high estate. The mighty power of evil is advancing, with rapid strides, but close behind, although invisible to mortal eyes, is the majestic form of Truth, and he must conqueror. Step by step, with ceaseless steppings, time speeds on—by-and-by a change will come, a powerful renovation, and then behold the emancipation of the race. Until that season life will be a scene of trial, an endless warfare; clouds must float between the soul and sunlight; high aspirations must be quenched, and hopes lie pale and bleeding on the rock of sorrow. A mist enshrouds the temple while we tarry at the portals, but the dim, uncertain twilight will be banished by the radiant beams of an eternal day.

If earthly life is beautiful, with all its shadows, what must be the glories of that higher spiritual existence where the deep yearnings of the soul meet with a full fruition? Not a passive state of being, but a complete development of all man's godlike powers, a perfect unfolding of the bud in paradise—a constant lengthening of the chain of thought which now can almost reach Infinity. H. A. E.

OUR SCHOOL HOUSE.

A SCHOOL DITTY FOR MY LITTLE PUPILS.

Oh! I will away, on each fine day,
'And a healthful walk 'twill be,
To that school-house white, so fair and bright,
That not far off I see;
For that school-house white, so tall and bright,
Is a pleasant place to me

We've a room so warm, that we feel no storm,
  Though wintry cold it be;
And my books untorn, unsoiled, though worn,
  Are pleasant things to me,
And that school-house white, is a great delight
  To children such as we.

'Twas our friends regard, though the times are hard,
  For us this house did build;
And they'll be paid for their generous aid,
  If we our part fulfill;
And we'll delight, by its walls so white,
  Each day our place to fill.

MAUSTON. L. B. PERRY.

THE SMACK IN SCHOOL.

THE following incident in a district school, described by Mr. William Pitt Palmer of New York, President of the Manhattan Insurance Company, in an address before "The Literary Society," in Stockbridge, Mass., his native home, will take many whose heads are now streaked with silvery hairs, a journey back to boyhood and early life:

A district school, not far away
Mid Berkshire hills, one Winter's day
Was numming with its wonted noise
Of threescore mingled girls and boys—
Some few upon their tasks intent,
But more on furtive mischief bent;
The while the Master's downward look
Was fastened on a copy book—
When suddenly, behind his back,
Rose, sharp and clear, a rousing SMACK!
As 'twere a battery of bliss
Let off in one tremendous kiss!
"What's that?" the startled master cries;
"That thir," a little imp replies,
'Wath William Willith, if yon pleathe—
saw him kith Thuthanah Peathe!"

With frown to make a statue thrill,
The master thundered "Hither, Will!"
Like wretch o'ertaken in his track,
With stolen treasure on his back,
Will hung his head in fear and shame,
And to the awful presence came—
A great, green, bashful simpleton,
The butt of all good-natured fun—
With smile suppressed, and birch upraised,
The threatener faltered—"I'm amazed
That you, my biggest pupil, should
Be guilty of an act so rude!
Before the whole set school to boot—
What evil ganius put you to't?"
"'Twas she, herself, sir," sobbed the lad,
"I didn't mean to be so bad—
But when Susannah shook her curls,
And whispered I was 'fraid of girls,
And dursn't kiss a baby's doll,
I couldn't stand it, sir, at all!
But up and kissed her on the spot,
I know—boo-hoo—I ought to not,
But somehow, from her looks—boo-hoo,
I thought she kind o' wished me to!"

Editorial Miscellany.

THE BIBLE IN SCHOOL.—It will be remembered by many of our readers that a few months since, by the action of the Board of Education, the Bible was excluded from several of the public schools in the City of New York.

With reference to this action of the Board of Education, the Old School Pres. Synod, of New York, at its meeting at Jamaica, in October last, unanimously adopted the following resolutions:

"That in the name of our common Christianity, and of public morals, and our civil liberties, founded on the principles of the Word of God, and in the name of the God of our fathers, and in behalf of the Christian congregations and families under our care, this Synod lifts up its voice of remonstrance, and earnestly utters its solemn protest against the recent action of the Board of Education, by which

the children in thirteen of our public schools have been robbed of their right and privilege of reading the Word of God, and calling on him in prayer, and that the ministers and people be enjoined to use all lawful means to restore the Bible to its place as the basis of all right education.

"That a committee of five be appointed to examine the whole subject of popular education, and report to the next meeting of Synod, on the expediency of abandoning the present system of education by the State, leaving education with religion, to be supported by the voluntary action of the people."

Upon which action of the Synod the New York *Observer* comments as follows

"When the conclusion is reached that we can not enjoy the rights of consci ence in the education of our children, that the children of the poor and neglected can not receive moral instruction at the same time with intellectual, that our system of popular education is to be divested of all capacity to treat the child as a moral being, we shall be driven to the necessity of seeking a divorce of State and school. To this the mind of the religious community is steadily tending."

We are gratified to see an increased interest, on the part of the public, in the subject of the moral and religious instruction of youth. Education is getting to be considered something more than mental discipline, and the true teacher is he who develops and trains the whole nature of the pupil, so as to fit him for the roper performance of life's duties. The intellectual wrecks which lie thickly scattered along our pathway; wrecks caused by the perversion or imperfect training of the moral nature, warn us, while developing the intellect, not to neglect the conscience and the heart.

The corruption of public morals, the peculation, bribery, and fraud, which are becoming so common in our country, should lead us to a careful examination of our system of education, in order that we may discover the cause of this widespread immorality, and if possible provide a remedy.

Still, we are sorry to see any ecclesiastical body take such a position as the pas sage of the above resolutions would indicate the Synod of New York has taken in reference to free schools.

We are not prepared to abandon the system even if the reading of the Bible and prayer were positively prohibited in every school in the land. The Synod and the *Observer*, it seems to us have both fallen into the same error in stating, or at least implying that no moral instruction can be given in school, unless through the agency of prayer or the reading of the Bible. They overlook the choice selec tions, inculcating the purest morality, which abound in our standard reading books; they forget that the daily life, example and precepts of the living teacher are more powerful in giving direction to the youthful mind than any abstract lessons of morality; they do not seem to understand that a child may be taught to love justice, truth, and goodness, to hate injustice, falsehood, and vice, to fear God and love his fellows, even if the written revelation shall not be opened, nor the blessing of our Heavenly Father be invoked each morning at the commencement o school.

But supposing that nothing could be done in this direction, that it were impos-

sible to teach morality without the direct use of the Bible is the public school, the only place, the teacher the only agent, and the few minutes which precede the daily tasks of the school-room the only opportunity for training our children in virtue and goodness? Have we not parental instruction, the family altar, the Sabbath-school, the Bible class, and the preached word, on which to rely, and shall we forget all this, and blindly, foolishly seek to overturn our cherished free school systems, because we can not, in some instances, use them as direct agencies in the moral training of our children? Shall we, like the foolish women in the fable, whose hen laid the golden egg, loose what we have by grasping after more? Shall we drive the children of the ignorant, the prejudiced, and the bigoted, into the streets, and shut up our school-houses, or rely upon voluntary effort to educate those who are soon to take into their hands the destinies of our country?

We shall look for the report of the committee appointed by the Synod of New York with a good deal of interest, but we trust the day is far distant when any branch of the Protestant Church in this country shall unite with Archbishop Hughes and the Romish Church in decrying the crowning glory of our institutions —free schools.

KENOSHA.—We learn, from the *Tribune* and *Telegraph*, that the Grand Jury of Kenosha County visited the High School in the City of Kenosha, early in last month, by invitation of the Superintendent, and they state, in a card published in the columns of the *Telegraph*, that "they were highly pleased with the good order of the school, and the management of the school-rooms. That the deportment of the scholars excited our admiration, and the teachers gave evidence of pecular fitness for their profession. especially would we mention Mr. Conatty, the Principal, for his gentlemanly bearing; and that we regard him as admirably qualified for the responsible position he holds."

Mr. Conatty, has been but a short time in the State, but he is highly spoken of by all who have made his acquaintance, and we feel assured that the more he is known, the greater will be his reputation as a teacher.

The *Tribune* states that the session of the Grand Jury was a very short one, and intimates that the morals of the county are not in a very bad condition, a state of things which we should expect in a community where so much interest is manifested in their schools.

WE are obliged to omit the Mathematical Department this month, and postpone notices of the following books, received since our last issue: Monteith's History of the United States; Smith's Juvenile Speller; Robinson's Algebras and Intellectual Arithmetic.

MAGAZINES.—We will furnish the *Atlantic Monthly*, or *Harper*, with the *Journal*, for $3,00 a year, and *Arthur's Home Magazine*, with the *Journal*, for $2,25.

See notice of Benton's Abridgement of the Debates of Congress, in our advertising columns

THE

Wisconsin Journal of Education.

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EDUCATION A MENTAL POSSESSION.

A LECTURE DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION, AUGUST 5TH, 1858, AT PORTAGE CITY, WISCONSIN, BY S. H. CARPENTER.

THERE are two great leading ideas of the present: First; the idea of individual equality; and second, the idea of individual responsibility. The government guarantees the first. To properly secure, and teach how to properly use, the other, is the province of education. And by education I mean not only that instruction imparted in school-houses, academies, and colleges, but whatever tends to develop the mind of man. As the idea of a republican *government* is that of individual *equality*, so this idea of universal *education* is the embodiment, the illustration, and motive force as well, of the principle of individual *responsibility*.

Since the government secures to us individual equality, all we have to do is to guard our institutions from innovation. Having all, it should be our effort to keep what we have. But the idea of individual responsibility, and the importance it attaches to every citizen, renders necessary some means of making the citizen capable of understanding his position, and of fitting him for the discharge of duties it imposes upon him. This is the work of education. And here we have not only to keep what we have, but our whole business is to invent and adapt means to certain ends. We do not, as in the science of government, start with certain fixed, immutable, and acknowledged principles, the same in all conditions of the race, unaltered by circumstances; but we begin with youth, differing in mental capacity, affected by circumstances of birth, habit, and previous education, and endeavor to bring them up to the stature of manhood, fitted for the position which the citizen of a free government occupies. Hence the great

diversity of the means employed, and the consequent differences in theories of education.

The means of education are many. We are educated by text-books and teachers. We are educated by pulpits and presses. We are educated—far more than we imagine—by the influence of public sentiment. We are educated by what we see, by what we hear, by what we suffer. We are educated by our fireside conversation, by our daily walks, by looks, words, and motions. The locomotive is a more powerful and general educator than the calculus. The telegraph teaches more than books on chemistry. The professor, or the lecturer may have a large audience, but these have an audience stretching from Maine to Texas. Take away the steam-engine and the telegraph, and you have taken away from the common people more than a hundred years of intellectual growth. The means of education are many, but the myriad sided mind of man is adapted to them all.

Although these appliances are so numerous, and the influences which tend directly to our development so multitudinous, the world chiefly relies upon books as the most important means of education.

We gather from books what has already been known. The science of centuries, and the garnered wisdom of our race, are there hoarded for our use. In order to avoid beginning where men began a thousand years ago, we must learn what has already been discovered. It is thus that books become a powerful aid in education. But if we would go beyond, we must interrogate nature. If we confine our attention simply to acquiring the knowledge that others have gained, books are all we need; but if we would acquire power to walk alone into the boundless fields of knowledge, and reap from the fruitful soil a harvest for ourselves, we must not only acquire the riches and thoughts which others have garnered and given us, but must develop within ourselves the power of original thought. The learning we gather from books is very properly termed *acquirement;* the education which gives us the *power of acquiring* from nature, is a *development.*

There are, consequently, two kinds of education. The one consists in crowding the memory with what has been discovered—with rules, theorems, and undigested facts—resting satisfied if the learner can recite the lesson glibly. The other consists in using the knowledge in books merely as a basis upon which to build. It is a development of the mind—not so much an acquisition, as a power of acquisition—not so much a memorizing as a mentalizing.

There can be no real education if the mind be only a passive recipient, even of the hoarded treasures of the world's wisdom. There must be a mental activity, and the greater activity as the amount of material to be assimilated is greater. Our education, the extent of our knowledge, can not go beyond the limits of our personal ideas, and memorizing the ideas of others does not make them ours. A man may possess the contents of a library in his memory, and yet be uneducated. A mere acquaintance with

facts does not give us an education. If we have only acquired the ideas of others, we are doing business on borrowed capital, and have no real investment of our own. All education, then, is self-education. It is not book-learning, nor teacher-learning. We have put the ideas and notions of the world into the crucible of our mind, and fused them into a belief of our own.

But education is too frequently made to consist of the exercise of acquiring facts and the ideas of others. Perhaps in our anxiety to seize hold of the most conspicuous means of education, we have mistaken the readily noticeable for the real; the easiest for the best method of instruction. Knowledge does not inhere in the memory; it inheres in the mind. But we have loaded the memory, and left the mind undeveloped. We have forsaken the established rule of nature, and reap the consequences in the obstacles we meet—in finding a hearty distaste for study to be overcome. Education, if pursued naturally, is as natural and instinctive to the mind as growth, or satisfying hunger is to the body. Can we believe that the Great Author of the universe, when he made man in his own likeness, made him with an instinct to preserve his body, but at the same time cursed his God-like and God-given intellect with a tendency, if not a positive instinct, toward self-destruction? It would be blasphemy thus to believe.

But how comes it to pass that we so generally find among the young a distaste for the severe and constant, though pleasant, labor required in this development? There can be but one reason. We have forsaken the path of nature. We have made education the dreary task of acquiring other men's ideas, and reduced by so doing the labor of education to the reluctant task of the slave. We have too far abandoned the end of education, and have sought a miserable and unworthy compensation, by adding to the means. In a word, we do not make education a MENTAL POSSESSION. We make it only a possession of the memory—a borrowed thing—held by the feeblest of all tenures, and go through the world with the disgraceful yoke of the borrower forever upon our necks. We have been making education merely a theory—a theory of growth! We have exalted it above the common concerns of life—for the acquisition of ideas is not their application. We make pupils mental misers, burying the given talent in the earth of a deadened intellect, instead of putting their thoughts out to usury in this busy world. We have begotten a race of educated dilettanti, whose sentences fall upon a subject like the playful tapping of a lady's fan, rather than the sturdy blows of a strong man's arm.

Says Locke: "There are those who are very assiduous in reading, and yet do not much advance their knowledge by it. They dream on in a constant course of reading and cramming themselves, but not digesting any thing; it produces nothing but an heap of crudities. If their memories retain well, one may say they have the materials of knowledge; but like those for building, they are of no advantage, if there be no other use

made of them but to let them lie heaped up together." And again: "We are of the ruminating kind, and it is not enough to cram ourselves with a load of collections. Unless we chew them over again, they will not give us strength and nourishment." And again, from this acute philosopher: "The memory may be stored, and the judgment be but little better; and the stock of knowledge is not increased by being able to repeat what others have said."

We may, indeed, be possessed of the ideas, and it is undoubtedly necessary so to be; but we must not continually hold the ideas of others *as* the ideas of others. There must be an assimilation. We must digest these ideas until we make them ours—held by the mind with an undoubting grasp—held as a real mental possession.

But how can this assimilating process be assisted? There is a world of ideas without us; there is a capacity for development within; how can the mind apprehend these ideas—make them enter into its substance, and further its growth? This is the problem to be solved—not so much what course of study shall be pursued, or what text-books shall be used.

Memory is of use in furnishing the mind with ideas to work with and upon—with tools, so to speak. Yet you may furnish a man tools, but that does not make him a mechanic. Unless the tools become the instruments of his mind, and act as aids to exhibit in material form the conceptions of his intellect, they are only a dead, dangerous weight to him—a positive incumbrance. You may give the farmer choice seeds, but that will not insure a good crop. The seed may be good; the soil may be fertile; but unless the seed is properly sown, and the soil properly cultivated, the good seed and the fertile soil are barren as a desert. Now educating the memory, by the simple acquisition of facts, is like putting tools in the hands of a man who knows not their use; doing him no service, and perhaps a positive injury. Or it is like presenting the farmer with seeds, concerning whose cultivation he knows nothing.

There is an analogy in the natural world: There is food without us, and a capacity for food within; how shall the body apprehend properly these elements of its growth? By a simple reception of them? That were useless without an assimilating process, by which they become a part of itself. Now loading the memory, merely, is like loading a hungry man's *pockets* with food, and bidding him be satisfied. In neither case are the elements of growth assimilated. Ideas are the natural food for the mind, and to fulfill their use they must be assimilated by the mind. If ideas are simply held by the memory, they are easily and soon lost; but if they, by being assimilated, inhere in the mind, and thus become an integral part of the mind itself, they can never be lost. This is a practical education—no matter how acquired—no matter where or when obtained—if ideas by assimilation form a part of the mind, they form a practical education.

We are all of us, perhaps, too apt to consider the simple acquisition of ideas an education. From long custom this notion has popularly acquired

the signification which properly belongs to a development of the mind. Perhaps it may sound paradoxical, yet is it not true, that an abundance of ideas is a hindrance rather than a help in a true education? Does not *this* grasping avarice "o'erleap itself?" The broader a cistern the better adapted is it for a receptacle; but if we would reach the living fountain, we must dig deep. The man, or especially the student, who considers education to consist solely in the acquisition of ideas, is building a broad cistern to hold whatever may be poured in by the generosity of others. But he who holds that the principle of life here, as elsewhere, is a principle of development, digs deep until he has reached the perennial springs, and rests independent of others, possessing, within himself the capacities, the powers, the necessities of a development.

The difficulty is not that in the one case the man has too many ideas, but that he holds them loosely and confusedly as the ideas of others. His mind has failed to apprehend and appropriate these ideas, and they only add weight, and prove a hindrance to his already overloaded mind. He may know what this book, or that man says, but he has no sort of an idea what he himself says. He may be a sort of walking encyclopædia, of which the chief use is to be a dumb-waiter to somebody, but we can not say that an encyclopædia is educated because it contains 2000 pages of facts. Nay, a man may know all the facts in the universe, and yet be less educated, less developed, less of a man, than one who does not understand the spherical figure of the earth. The Russian fool who could repeat Voltaire, was not consequently Voltaire.

The mind grows after the manner of a cactus—one idea producing another, and the second a third, and so on—a vital connection existing between them all, and the vitalizing sap, and the vivifying force of sturdy, original thought, penetrating the remotest point, bringing all the separate shoots of thought, and ramifications of ideas into the close connection of a consistent whole. The mind thus becomes a unity, and acts in harmony with itself. One root and many branches is better than a half acre of crowded shoots, each struggling for a little glimpse of sunshine to prolong its useless life. One idea well developed, thoroughly traced out, is worth more than a volume of transplanted ideas.

Nor does the benefit in the other case simply arise from a paucity of ideas, but in receiving no more into the mind than can be properly cultivated. Filling the memory with facts is like filling a bin with apples—good while they last. Developing the mind, and cultivating our ideas, is like setting an orchard—productive now, and productive forever in the future. The one meets an immediate need; the other meets that, and lays up full supplies for all future needs.

There is another benefit in presenting but few ideas to the mind at a time: it allows the mind to concentrate its faculties. The sun shines diffusedly over a continent of snow, and can not melt a single flake. And yet the philosopher can fire the diamond and fuse flint by the rays scat-

tered over a few inches, if he will but co-centrate them to a focus. So, let the mind scatter its energies over a continent of truth, and it warms not a single thought into life, overcomes no difficulty, resolves no problem; but let its faculties be concentrated, its strength focalized, its powers brought to bear upon a single point, and such a mind becomes omnipotent —not alone from the possession of ideas, but from a husbanding of its resources—a saving of its strength for the elaboration of one thought. The temptation is strong to illustrate this point with examples taken from the honored ranks of so-called self-made men, but the mere mention must suffice.

Perhaps the remark may be superfluous, but is it not too true that a distaste for learning is acquired, in nine cases out of ten, solely from the confusion of mind arising from the acquisition of so many disconnected facts? We must allow seed time to germinate; we must hasten slowly. If we hasten at first, the child gains only a painful confused image, that would be forgotten, gladly, but which ever haunts the retina of the mind. Still there are those who see in this rapidity of acquisition, and multifariousness of acquirement, a real education—nay, what is of far higher import—a practical education!

There is a strong desire to popularize education, by making facts of every-day life, simple isolated gleanings from the wisdom of the world, the education required. The great hobby is *practical* education—a hobby which any body can ride, and of which the crowd will always unthinkingly cheer the rider. These educational reformers want *practical* education, not theoretical education—just as though that were not a humbug, too stupidly absurd to win even a solitary convert. They want an education that gives a man a ready-made suit of knowledge, without adding pieces for patching. For instance, they say: "Agriculture is of great practical importance, consequently education to be practical must be an agricultural education. Languages are not to be used in every-day life, therefore, languages need not enter the course of a practical education!" The mind is apparently considered a reservoir, to be filled in the comparatively useless days of youth, for future and busier years to draw upon. Facts and figures, rules and theorems, must be tied up, labelled, and packed away in the brain, until some future necessity shall call them from their dusty pigeon-holes, and put them into real use. The brain of man is not a garret to pack all the odds and ends of creation in—not a receptacle for the cast-off thoughts of others. God never intended such magnificent machinery to be put to such ignominous uses. Nor is a system of popular education which thus degrades man from his high position as a creator, to the criminally indolent position of the recipient of other men's gains, a system of education worthy of the name, or worthy the admiration of respectable antediluvians. We might as well praise as popular a system of religion which leaves out the doctrine of responsibility. It would be popularized, no doubt, but would lose its vital essence, its distinctive features.

It is really necessary to store the memory with facts. Rules may do very well for people who do not know enough to make rules for themselves, just as we have letter-writers for love-sick swains and lasses, without wit enough to tell each other of it decently, and books of etiquette for people so uncompromisingly boorish by nature as to be obliged to be polite by rule, or go without. These isolated facts may be of some such use, but it is infinitely more useful and necessary to acquire the habit of thinking. Any attempt to popularize education by substituting the one course for the other, although it may be easier, will never be successful, for degrading the standard of education is not the same as raising ourselves up to it, although either course may apparently produce the same results.

This idea of popular education is derived from the notion that it is necessary for a youth to study what he will practice when a man—and, indeed, one of the sages of antiquity said as much. By a parity of reasoning we might say that a boy, in his physical education, should—not develop the muscles he will use when a man, but should mimic, in boyish sports, the employments of future years. Nature has furnished youth with an instinct which prompts it to develop its strength; and we might as well reprehend a group of boys for playing leap-frog, on the ground that they would never practice it when men, as to cavil at the study of the calculus because a farmer makes no immediate use of it in his daily life. Playing strengthens the boy's sinews, and lays up force for the sterner duties of life. So, studies may develop the thews and sinews of the mind, and although the studies themselves may never enter the routine of the daily life, yet the intellectual strength which their mastery has given, will furnish the mind with a power, a creative force, an active adaptive energy, that is of far more value than the barren acquisition of a folio of facts. We eat food, not for the sake of the food only, but for the sake of the strength to be derived from it; and so we study, not for the sake of the immediate use that may be made of the studies themselves, but for the sake of the intellectual strength thereby acquired.

Education, then, can not be a simple hoarding of facts, but it is a development of power, an acquisition of strength by judicious exercise. Strength is a real bodily possession, and an education of the right kind is as much a mental possession.

Says Mr. Page, in his *Theory and Practice of Teaching:* "The conclusions of the honest and intelligent inquirer after the truth in this matter will be, that education is *development;* that it is not instruction merely—knowledge, facts, rules—communicated by the teacher, but it is discipline; it is a making up of the mind—growth by a healthy assimilation of wholesome aliment. It is an inspiring of the mind with a thirst for knowledge, growth, enlargement, and then a discipline of its powers so that it can go on to educate itself. It is the arousing the child's mind to think without thinking for it; it is the awakening its powers to observe, to remember, to reflect, to combine. It is not a cultivation of the memory to the ne-

glect of every thing else; but it is a calling forth of all the faculties into harmonious action."

Having thus sketched the different views in regard to what education is, in what it consists, let us examine the corresponding methods of instruction.

The idea has long been prevalent that our system is likely to prove a stupendous failure. The day of great men, say some of these prophets, latter-day Jeremiahs, has passed, and we seem to have come to the day when a mediocrity

"Faultily faultless, icily regular, splendidly *null*,"

is worshiped as the very height of human attainment. But whatever fault may be found with the results of our system, but little can, we think, be found with the great outlines of our system of education.

We boast of a system which reaches every child in the land; that offers to all the privilege of a good education without money and without price, not so much as a privilege, as a natural and political birthright. We boast of the general diffusion of knowledge among us, of our splendid discoveries in the arts and sciences, and point with pride to our great men, acute philosophers, and eloquent divines. A s a nation we pride ourselves upon the results, while yet as a nation, as neighborhoods, as families even, we are lamentably careless as to the means by which these results are secured. If our free system of education ever does prove a failure, it will be because of this lack of public sympathy; it will die for lack of sunshine.

The objections which are commonly urged against the system, are not properly objections against the system itself, but against the management of the system. We have enlarged the system without having made a corresponding enlargement of our plan of operations. We have trusted too much to teachers, too much to text-books, too much to the machinery of education, and too little to the intellectual force which was to guide the machine. We have neglected to demand good teachers, thinking, perhaps, that good school-buildings, good text-books, approved methods of instruction, etc., would of themselves secure a proper advance, and the desired end. We have spent our time and means in building and adorning a splendid locomotive, and then have been careless who was put on it as driver. We have been particularly anxious to secure the outward means and appliances of education, while not one person in ten knows or cares what education is, if his rents are promptly paid, or his interest are not below twelve per cent. per annum.

But perhaps these remarks are too general and sweeping. Let us, then, briefly notice the common method of education, and point out a few specific faults—faults which lie directly in the way of education considered as a mental possession.

The first error we notice is based on the erroneous notion as to what

education is. It is teaching men to repeat rather than to think. It presupposes that acquisition is education. What is a good scholar, as the term is generally understood? The one who can repeat most of the book. He may comprehend a solitary idea or not—he is the best scholar. Memorizing is thus made education, and the pouring in process goes on, until the little mind is all the time running over just as fast as new ideas are poured in; and at the end of the educational course holds no more than at the beginning! It has memorized every thing, and mentalized nothing—has developed itself in no point, except simply the faculty of memory. It has acquired so rapidly that it has had no time for digestion or assimilation. Now digestion is as much a mental necessity as it is a physical necessity. As Locke says, we must chew over these memorized ideas, or they are of little use to us. We must assimilate this knowledge, or we simply make our brains a lumber-room for odds and ends. But this method leaves no room, and gives no opportunity for digestion. It teaches men to imitate, and imitation requires no thought. One may imitate the act of eating without calling the digestive faculties into action, or being benefitted thereby. It teaches men, also, at least by example, that mere acquisition of knowledge is education. It crowds, crams, and overloads the mental stomach, until a confirmed intellectual dyspepsia sets in, which no physic can permanently cure.

There can be no doubt but that this erroneous method of education, by neglecting, and by so doing crushing, the original powers of the mind—its faculty of finding out for itself, its power of educing new truths by reflection—and substituting in their stead *memorizing* as the one sole and only means of development, has done more injury than good, and crushed, dwarfed, and crippled more minds than it has developed. It has educated a race of parrots, repeating incessantly the ideas of others, instead of a race of strong original thinkers, and has given an impetus and a dignity to the senseless, soulless, baseless *isms* of the day, which in turn delude and degrade our educated men, and by implication our system of education.

There may be a time when the memorizing, or catechetical method, seems to be the most economical; but it is only for a time, and for an early stage of development. We may carry a child when we are in a hurry because it can not walk as fast as we wish to, and we may carry children over the first principles of education, to save time. Memory, undoubtedly, has its place among the means of education, but it is not the only means. I would have the child memorize, but I would also have him digest the ideas until they become his own. I would not let the simplest reading lesson pass without encouraging the little one to repeat the story for himself; nor would I have the child read a lesson that he could not, with a reasonable amount of mental exercise, thus translate into his own language. It might be slow work, but it would lay a sure foundation. Memory is a means of entering the mind, but it is

not the mind itself; and we must frequently test the matter to see whether the mind has seized the ideas, and taken them as a part of itself.

But perhaps the most noticeable error of the common method of education is its tendency to promote indolence—mental indolence. There is such a thing as healthy mental exercise, without which the mind decays, loses its apprehensive power, and finally, so to speak, dies; but with which it increases in strength, in capacity, in acuteness, in originality. As the law for the body is exercise, so is it the law for the mind. As to the one indolence is death, so is it to the other. A method of instruction, then, which frees the mind from the necessity of labor, and transfers the toil to the faculty of memory, must, as a logical sequence, beget mental inertia. If the teacher is only required to keep his eye on the text-book, and the scholar only to repeat a set of words, neither caring for the ideas they represent, no wonder the teacher grows listless, and the pupils keep him company. Education becomes the arduous toil of the tread-mill—the never-ending climbing, and never ascending—only adding weariness to disgust. All interest in education is thus lost, and children grow up with a hearty and an honest dislike for all learning.

This objection lies also against all attempts to popularize education by degrading it. There must be severe mental toil, or there can be no mental discipline If the hill of science is lofty, and its sides rugged, the prospect from the top will be the wider, and the conquest sweeter. If we lower its height, the horizon is contracted. I almost envy those scholars of old, who, when science was as yet unknown, when rules, theorems, and problems were as yet uninvented, drew their diagrams on the heavens, and solved their problems with the aid of the stars, leaving behind them a science as luminous as its source. I envy them as they, free from all restraint, away back in the very gate-ways of time, projected their minds upon the virgin world of Science and Art, and with an intrepidity greater than that of Columbus sailed out upon the great unknown in search of Truth, —unmoored the human mind from its earthly fastenings, and, strong in faith, began that voyage towards the Infinite which humanity has not yet finished. I envy them the consciousness of their originality. I envy them the sublime consciousness of power which each new discovery invested them with. I envy them that intimate acquaintance with Nature which such a relationship gave them. I envy Gallileo his proud belief and consciousness of primal right, by discovery, to the truth, when he uttered in an undertone, "It does move." But who can avoid a feeling of disgust at our modernly educated savans, who grow into geological professors in a parlor, and gain their knowledge of botany from herbariums Why! there is more geological education in finding one stone where Nature hid it, with her mysterious hieroglyphics, from the eye of man, than in mastering folios of barren treatises; more botany in one flower, with all the aroma of Nature in its petals, than a race of Linneuses could pack in their brains. But now almost all the honor of mental conquest is taken away, because all we have to learn is the diluted transcript of Nature,

done into our vernacular by some one who has discovered that he can find a publisher for his forthcoming text-book; and if we would travel the highway of learning, lo! here are guide-boards and bridges, and McAdam roads, which almost any fool can follow.

Instead of lowering the standard of education, we should seek to make it popular by elevating it above that familiarity which breeds contempt—above that miserable mediocrity that may be attained without labor and without pains. We must learn to labor and wait. We move so fast in this day and generation, that we have come to consider speed as a positive good, and are ready to adopt, as a decided improvement, any course which will bring us to the end of our course the soonest. We have bridged all the Sloughs of Despond, tunnelled all the Hills Difficulty, spanned all the dark, toilsome valleys, and built a splendid educational railway to the depot of a finished education, whence the carried student, picking up his degree, starts on foot in the world, after having lost, by disuse, the power of locomotion. One by one, in a few years, the prize scholars are lost sight of in the life-race, or are conquered in the life-battle, while many a hardy stripling, who saw the glittering train whirl past, but who trudged heartily on, until with a strength of limb and stoutness of heart he passes the goal, and enters upon the duties of life—fitted and equipped for the duties of manhood, accustomed to conquer difficulties, and endure hardships. Nor is this to be said of our higher schools alone. We hurry infants on board this educational railway before they can hardly pronounce their alphabet, and thus early engender habits of intellectual indolence, which are the curse of our schools.

That was a splendid figure of Addison, as well as a just one, when he said that education was to the mind what sculpture was to the block of marble; but we must not consider the mind passive as is the marble under the strokes of the chisel. We must not consider the teacher as the mere sculptor, whose business it is to change a dead mass from a shapeless form to a figure of life—an imitation of real life. The truth of the comparison lies in the results, and not in the means by which they are accomplished. Still, many parents seem to consider the teacher as a sculptor, whose business, and whose profession it is to turn out good work; and many teachers seem to adopt this notion. Says Mr. Page: "The practice of lecturing children into imbecility is too frequently practiced." A deprivation of the mind of the exercises natural to it, and necessary for it, in the acquirement of knowledge begets a lethargy, and imbecility, which result in intellectual death. The mind must not be treated as passive. We must develop, and not super-add.

These errors arise from carelessness, from indolence, or from a mistaken notion as to what education really is. As we have before said, education is a real development, not simply an acquisition. Our limits will scarcely permit us to more than briefly notice the nature of this development.

Walk over the prairie in its native state; it looks like a lawn kept in

order by the hand of an experienced gardner. Break the sod; run a road through the grass and flowers, and by the pathside or roadside, at once, there spring up strange plants, unseen before. Whence come they? Has the seed been sleeping centuries in the earth, awaiting a favorable opportunity for development? Even so has God sown the mind of man with knowledge. Left to itself, it produces one class of ideas, common and necessary; but run the plowshare of culture through its depths, and there spring up ideas and intellections unknown and unheard of before. Whence come they? From books? No. From teachers? No. From whence? From the mind itself. God has sown the mind with seeds; they may germinate, or they may not. The splendid—nay sublime possibilities of humanity may be realized, and man created but little lower than the angels, may be crowned with glory and honor; or all these possibilities and opportunities may be squandered and lost, and man sunk to the level of the brute—an animal without an animal's instinct. It is the province of a true education to germinate these seed-thoughts in the mind—not to attempt God's work of implanting them, but to supply the favorable circumstances by the aid of which they are developed. And an education which is thus a germination of the ideas implanted by the hand of God, is the only education which can ever be a real intellectual possession.

It is a favorite theory with many that the mind of the child is like blank paper—that God created a soul in his own image and likeness, and launched it into infinity and eternity, unblessed with a single idea, or a solitary innate notion of itself, the world, or its Creator; that although he endowed the infant with instinct to preserve the body during the minority of the reason, he left the soul to grope its blind way after knowledge, unenlightened even by an instinct for truth, or a solitary idea to guide it on its eternal journey; that the mind of man is a solitary and cursed exception to all the works of God, for although we see a beautiful adaptedness throughout nature, no part isolated, no part useless to some other, when we come to examine God's last and greatest work, a reflection of his own infinity and eternity, we find it a monstrous, icy, isolation, with no tentacles instinctively reaching after truth, no sublime longing after development, no hungering and thirsting after knowledge—endowed with the greatest possibilities, but still cursed with barrenness like a desert, cursed with a tendency to squander its little inheritance of life!*

To those who believe this doctrine, that the mind is a blank first, and then a passive recipient of whatever is poured into it, the stuffing method of education may seem to possess peculiar advantages, and they may see in it a great and powerful means of developing nothing—which they say

* The mind has a substantive essence, as well as a capacity. Its attributes possess a substantive essence as well as a functional capacity—a power to apprehend is not all.

they began with—into something, into a mind capable of comprehending the heights and depths of science, an intellect almost God-like in its powers and capacities! Fill a jug with water, and it is only a jug still; so, fill a simple capacity with ideas, and it remains precisely what it was. The ideas may be in such a mind, but they form no part of it.

PLATO, the greatest reflective thinker of antiquity, if not of all time, and without doubt the greatest human intellect ever vouchsafed to earth, accounted for the existence of these germinal ideas, by supposing that the soul, in a former and freer state of existence, had visited a region where *ideas*, or ideal perfections of all earthly forms and thoughts, formed a perfect ideal world, and had received conceptions which it here constantly struggled to embody; and that education was the uncovering of these conceptions from beneath the grosser forms of this world. Although the Platonic doctrine, as generally understood, is now abandoned, it shows the opinion of the world's greatest thinker in regard to the origin and development of ideas.

The poet Wordsworth, in one of his finest stanzas, says:

> "Our birth is but a sleep and a forgetting;
> The soul that rises with us—our life's star—
> Hath had elsewhere its setting,
> And cometh from afar:
> Not in entire forgetfulness,
> And not in utter nakedness,
> t trailing clouds of glory do we come
> From God, who is our home."

This doctrine of reminiscence is not now to be held; but the difficulty of harmonizing these ideas of all thinking men with the straitest philosophy, is at once removed, by adopting this theory of germinal ideas.

It may be thought that all this has little or nothing to do with practical education; but, if we mistake not, the origin of ideas settles the mode of instruction. If ideas are primarily the development of germs, and subsequently a ramification and enlargement of these primary ideas, then education should be adapted to an internal development; but if the mind is simply a capacity, and if ideas are simply whatever may be poured into it, then education is not a development, but filling an empty capacity with an accretion of unassociated ideas. And upon these two notions as to the origin of ideas are the two methods of education based. If what we have said be true, we see that if any education is to be a real intellectual possesion, it must be a real development, and not the simple acquisition of ideas. And if we have brought this one fact prominently before your minds, and have pointed out the difficulties and dangers of the opposite course, we shall feel that this hour has not been spent in vain.

If, then, education is a development, let us strive to adopt a method of

instruction which will aid this development, and shun one which will hinder the mind from attaining this end, burdening it with a mass of undigested crudities.

We boast of our schools, and of our facilities for education, and with reason too. Our system of common schools is a proud tribute of a free government to the intelligence of its subjects. Our colleges extend their researches deep into the mysteries of nature, and the conservative element in our national character at once applies these discoveries to practical ends. But notwithstanding this general diffusion of knowledge, and this universal application of discovery, there is still a feeling of disappointment as we survey the means and compare the results. We have grown up a nation of idea-hunters, instead of idea-makers. We can improve far better than we can invent. And the reason, it seems to us, lies in the fact that we only think far enough to do our present business, instead of following out our investigations. We ride until we reach *our* stopping place, and care not whither the road may lead to beyond. There may be bright fields where beautiful truths are blossoming in abundance, sublime mountain ranges of hoarded science inviting discovery; but what, say we, if there are, if *we* have arrived at our journey's end? What though the threads of thought which we here unwind, untangle and trace a little way, do extend eternally through the infinite expanse of creation, if so be that we have traced them far enough to make a mowing machine or a revolving pistol? Such being our ambition and considering education as a thing to be estimated in dollars and cents, instead of considering it as a glorious, priceless end, it is no wonder that our education stops just where it should begin.

We have an insane desire for acquisition—not of money only but also of ideas. We memorize everything. We memorize geography and know little or nothing of countries except the names, and forget even them in a few years. We memorize mathematics, and at last have only a confused notion of x's and y's and circles and paralellopipedons, foci and abscissæ. We memorize every thing and know nothing. The memory vanishes like an image from the retina, and all is blank darkness again. We memorize law, and when we have knowledge enough of forms to draw up a paper, we are admitted to the bar, with little or no knowledge of that science which is the fullest embodiment of human reason. We memorize theology and sermons, and recite, without feeling, the sublimest truths within the comprehension of man. Nothing enters into and takes hold of our souls. What we learn rests upon our minds like an indigestible mental supper, and we have for a life-time an intellectual nightmare. Our education rests upon us, instead of being part of us. We use it as a tool rather than as a

right hand. It checks advancing thought, and only requires that we memorize.

And what is the use of thinking, when we can have the thoughts of other men, printed and bound, upon the shelves of our library—when we can commit a few pages and appear as wise as they? The jewel looks as brilliant on the brow of the luxurious beauty who has appropriated it as in the hands of the swarthy Lazarus who discovered it.

Why should the delicate divine spend his time and patience in writing very poor sermons, when he can commit to memory very good ones from his library shelves? Why should a modern Justinian bother his brains about the principles of law, when the fees for pettifogging are coming in? Why should Esculapius trouble himself about the laws of health while Dr. Quack has all the practice? Why should Legislators worry themselves in striving to discover the secrets of governmental science while demogogues are filling all the places of trust? Why should editors endeavor to fill their columns with thoughtful articles while the multitude are eager to swell the lists of some slang writer of few wits and fewer brains?

Thus we see that this evil is not confined to the days or the education of youth, but its consequences, increasing in power like an avalanche, sweep over the whole after-life of society, crushing out all originality of thought, and burying in shapeless ruins the dignity and God-likeness of the human intellect. The evil is not confined to education, and its consequences reach out into society, and have created a demand for this specious hollowness, until it is already no easy task to re conquer what we have lost. We have poisoned the atmosphere, and our punishment now is to be condemned to breathe it. We have degraded the objects and means of education, and we must personally share the disgrace.

We have faith in man, if he will take himself as God made him, and not try to tinker himself into a different being. Education must begin as the child begins, and advance as he advances. We must be willing to take the mind as God made it, and adapt our appliances to it as it is.

In the mind are the germs of thought, which, if developed, make the man's mental stock in trade, but if undeveloped, the man is a borrower and a beggar of ideas all his life. It is criminal thus to cripple ourselves —thus to commit mental suicide, and live with gaping wounds and ghastly gashes, showing our self-inflicted inhumanity. And like the god Moloch, into whose burning brazen sides the ancients threw their children, is our god-erected, another Moloch of education, into which we throw our children, over-taxing their tender bodies, until they fall a sacrifice, and are buried amid repinings at Providence. Why not leave the child to his physical development, until his instinct draws him into the field of intel-

lectual improvement? Why forever check a real education by forcing on a fictitious one? Why not leave God's work to God's laws?

Self-made men, who educate themselves late, comparatively, in life, are always the most truely educated. Who has not read of the stone-mason of Cromarty? Who ever does read of those learned authors of of ponderous folios? We should learn a lesson from this teaching of experience, and educate our youth more as self-educated men educate themselves, remembering that men in developing themselves develop the laws of mind. God never disguises his hand-writing, but he has written upon the soul of man oracles which ages have not deciphered.

When our system of education shall be brought to this standard, freed from the restrictions which now check it, then will be found in almost every school-house, some youthful intellect, whose later growth will cast into the shade many a famous name of antiquity. Then, when we shall have made education a real mental possession, will the by-gone days of heroes and demigods return.

STEAM FIRE-ENGINES.

Once on a time, as all legends begin, the good city of Boston was thrown into a sort of ecstacy by a newfangled machine, brought by its inventor from the West; and, after several exhibitions of its extraordinary power, that enterprising corporation, with characteristic business energy, purchased it for future use. There could be no question of its utility, no doubt of its efficiency, no problem of its success. The intelligent and incorruptible municipal fathers had with their own eyes gazed upon its marvellous performance, and the matter was established. A house was prepared for its safe keeping; horses were procured for its locomotion; competent (as appeared) men provided for its working; in fact, everything done that a reasonable machine could desire. Its object was to extinguish fires; and, in the conviction that the unmanageable element had at last encountered its conqueror, owners of stone-fronts slept in security, and directors of insurance companies rubbed their hands in jubilant glee. By and by, at a conflagration, the cumbrous thing was trundled to the scene of action and equipped for service. The fire was magnificent, the Steam-Engine was not; something seemed to be wrong. There was plenty of steam and considerable racket, but no water; language more emphatic than commendable was freely used, but steam-engines have no ears, and fires are insensible to exhortation. After one or two similar experiments

and disappointments, the boasted extinguisher retired to private life; then it was entrusted to eminent machinists for repair and reconstruction They built locomotives of the first quality, and of course would understand this structure, so much smaller and simpler. We remember, one charming summer afternoon, going out to see the "playing" after Smith and Brown had "fixed over" the engine. We, in company with a crowd of other respectable citizens, were, for an hour and a half amused by the spasmodic attempts of the poor thing to recover its lost credit. But the dirty-faced urchins about us (we don't mean the respectable citizens) shouted, "No you don't, it's no go!" Unfortunately the urchins were correct. The machine again withdrew to obscurity, from which it issued only on grand holidays, to form the finale to stately processions—an office to which it was, like other public servants, by its imposing size and dignified inefficiency, consummately adapted. A stupendous failure! Now for the sequel. Complaint was made of a cheat to the inventor; but he, in a reply of which we have yet to hear the reasonableness disputed, said, "You have worked my machine with men who were perfectly ignorant of its construction and operation; they spoiled it by their continued malpractice; you saw me make it perform, and under their bungling blunders you blamed it, not them; then, in place of consulting me, you gave it to artisans who make locomotives, *not fire engines*, and instead of helping the affair, their tinkering finished it; and now, justifiying yourselves by a plea of their reputation, you ask of me satisfaction. No, I thank you, gentleman; I hold myself absolved." Could any body gainsay such argument?

But one trial never disheartened the ambitious counsellors of Shawmut. Their justifiable predilection for steam fire-engines waxed stronger. So they proposed munificent prizes to be awarded, on the appointed day, to the machine of the most perfect execution. The day came; so did the engines, "all marshalled for the fray." Certain regulations were, of course, established, but by those, observe, whose business was not to make or manage such mechanism. Under these rules, one of the contestants, of whose triumph its friends had sanguine hopes, fell far short of victory, or even praise. Its inventor pleaded he had not made it work after that fashion; it was doing violence to its constitution: give him a chance to work according to his plan, and he would reach the end desired. Even the Persian laws of fire-musters were brought to a compromise, and this ejected machine received the second prize. Now again for a sequel. When it subsequently "played," untramelled by rigid requirements, and allowed its method, it displayed such prodigious force as compelled competent judges to hesitate in assigning to its more favored competitor superiority, or even, perhaps, equality. The purpose of all these attempts was, as we have already said, to find some effective instrument for extinguishing fire.

This end gained, without undue expenditure of capital, time, or labor, and your design is accomplished. Let us suppose the committee of umpires to be constituted of a clergyman, a doctor, a lawyer, and a retired stoker on a railway, now a policeman. Is the machinist to build and adjust his apparatus in conformity with their ideas of mechanics? If he constructed a "high-pressure," shall they stigmatize him as incompetent because it fails on the "low-pressure" scale which they prefer, and so persist in applying? If his steam-guage and water-guage are to stand at a certain balance, and at that standard the most exquisite beauty of operation marks the perfect enginery, shall the retired stoker maintain that the only proper equilibrium is that which he kept when he fed the furnace on the *Old Colony* or the *Lowell?* We think not. He is to make a fire-engine that will speedily, thoroughly, economically quench the raging flames, thus bringing security to property, and safety to fearful homes. If he accomplishes this fairly and expeditiously, he is to be judged, not by his method, but by his results. Such laws only as provide for the general rights of his employers are to limit him; in particular form of collocation or equipoise or practice, he is to be left to his own discretion.

So much, rather more than enough, about engines; *revenons a nos moutons*, let us sheepishly return to our flocks. Of all complicated machines, we suppose few, for delicate material, intricate arrangement, nice adjustment, harmony of parts, and unity of effect, are to be compared with an orderly school. Its agency is to sharpen intellectual perception, communicate positive information, and broaden and deepen and ennoble character; and of these we hold the middle-named to be in itself the most unimportant. To achieve this, unnumbered and infinitely varied instrumentalities are brought to service—actions of a moment, and principles of all time; fleeting emergencies, and moral conditions permanent as God's eternal truth; emotions evanescent as ripples on a lake at morning, and thoughts and sentiments which move in widening circles for ever; and all these to be gathered and marshalled and fixed in one simple, supreme result of perfect culture. This is the teacher's duty, not to be fulfilled in one month or three months, or to be fairly estimated in a half-day's examination, but to be patiently, carefully, anxiously sought and followed day by day, and hour by hour. In the speech, the action, the face of his pupil; in the moral atmosphere of his room; in his out-door meetings of his scholars; in their pleasant greeting and their sullen turning away; in their love or their aversion—he is to find the threads which his hand is to weave into the final blended texture. And so surely as this fabric of his constant toil be smooth and strong, harmoniously colored or finely wrought, to him is to be adjudged the reward of the faithful and successful workman. They who oversee him have no shadow of claim to go behind his work; to

judge and condemn the method of a single hour or day, ignorant of its connection or intent; and from casual observation of his peculiarities, rather than a liberal computation of his attainments, to pronounce sentence on his prosperity and fidelity. The labor is too large, and the term of it too perplexing and appalling, to be complacently handled by a company of men, who, like a coroner's jury, render verdict over a motionless corpse, of whose departed, animating soul they know nothing but its absence. What can they examine on a set occasion, but the general contents of text-books? How insignificant a portion of the whole accomplishment is this! And do they know in what way the pupil dealt with his studies? do they know that to a young mind it is of chief importance that knowledge be elicited mainly on the same plan by which it was acquired? Because a boy can not write out the scholium of a subordinate proposition of Euclid, does it follow he is not well drilled in mathematics? If a girl fail to remember in what year Luther and Zwingle had their mournful rupture, is she deficient in history? If a child laughs at the pompous nonentity of some obscured questioner, must she be branded as deliberately malicious and rebellious? And, if a whole class are confused and thwarted by the ridiculous ignorance of conceited authority, is such embarrassment a test of their instruction? Is not the machine to be managed in accordance with its plan of structure? else how can it but fail? Does not the teacher *build*, thoughtfully and individually, his school? and must it not compass its end in obedience to his, no other, principles? Illustration: a teacher who believed flogging to be the last, not the first, resort of healthy discipline, and who was acknowledged to have a quiet, respectful, contented school, whose encomium from visitors was, "How pleasant your scholars look!" was favored by a member of his committee with the opinion that the rod should be forthwith introduced into the institution of which both pretended to have charge. Somewhat amazed, he reverentially asked the reason. "Because I am confident the insubordination of children cannot be checked without it!" "Insubordination! Why, my dear sir, what have you seen? Any disobedience, impertinence, coarseness? any indecency of deportment toward you, or their teacher, or each other? are they not studious, polite, good-humored?" "Oh! I cannot specify anything; they appear very well so far as I have observed, and I have heard they are much less troublesome than formerly; but there is a spirit of insubordination among them which must be crushed by the rod." "But, my good sir, I do not apprehend what you mean by insubordination. They are docile, gentle, civil, and yet I am to whip them—for what?" "I have told you I cannot specify, but I supposed you knew the definition of the term, 'insubordination.'"

I do not, sir." This was the end of conversation on that point; and this a true report of an actual conference. Now here was your policeman,

ex-stoker, regulating the steam-engine; but his career as stoker was a most palpable and ludicrous sham, and as policeman he had provoked the pitying contempt of his long-suffering friends.

Again: A professional gentleman was once examining a large class in chemistry, whom he astonished with the interrogatory, 'What is the percentage of carbon in the atmosphere?" As may possibly be inferred, he got no answer. After an astounded silence, the instructor, sitting by, meekly suggested, "Will you ask them the proportion of carbonic acid?" which was answered by the boy at the end of the row. Immediately the question was proposed, "What is the office of plants in continually throwing out carbonic acid into the atmosphere?" In dumb admiration, both pupils and teacher were helpless. This examiner's profession had undoubtedly led him, as it should have done, to the study of chemistry; but those beneath his scrutiny had never been taught in exactly that style.

We have taken our text, and preached our discourse; we leave the "Improvement" mainly to our readers. We believe that gross injustice is perpetrated on the teacher; not always or necessarily through bad intention, but often through self-established incompetency, by a false and lamentably short-sighted judgment of his labor. To an extent unknown in any other pursuit he is placed at the mercy of pretentious, ignorant—pretentious in the ratio of ignorance—supervisors, and at their edict must bow or bleed. His claim to be measured, considerately, by his own standard is ignored; Procrustes, in a thousand modern personages, produces his bedstead, shouting to his necessitous victims, "Lie ye hereupon." We plead for no arrogance or arbitrary egotism on the side of schoolmasters. To a certain line they are and should be servants of the community; individual preference, always excepting conscience, should defer to general good; and the only motive to personal effort should be universal and abiding welfare. Here we come round again to an ultimate object, and here we renew our claim for freedom of intermediate method. Give us ever the holy decree, decent, just, and sensible, as it is sacred, "By their fruits ye shall know them."—*Mass. Teacher.*

Mr. Longfellow's new Poem, Miles Standish, being criticised rather severely in a literary circle a few evenings since, a well known critic "Shakspeare's scholar," who was present, observed that "even if the Cambridge poet had failed in this last effort to equal the merit of his previous works, he had certainly shown great power and skill in giving the poem the interest which it undoubtedly possesses. For Priscilla prattles all through the tale; and where could Longfellow have found a subject dryer than a Mullins' talk!"—*Post.*

Priscilla's name, it must be borne in mind, was Priscilla Mullins.

SUMMER - LAND.

SAD are the joy-notes that warble here;
Greetings are sad, for the shadowy fear
Of parting will glide through the waiting band—
Friends are not severed in "Summer-land."

Lovely earth's frail buds, blooming and bright;
Fleeting as hues of the sun-set light,
Death withers their bloom with icy hand,
Flowers never fade in "Summer-land."

Visions of beauty glide through our dreams,
Bright as the glimmer of silver streams,
Shifting as circles of desert sand—
Visions are real in "Summer-land."

Broken earth's circles of loving and loved,
Some friend is severed, or faithless proved.
True are the waiting spirit-band
That beckon us on to "Summer-land."

Rest for the wearied child of earth;
Life for the buds that fade at birth—
Hope for the broken-hearted one—
Dawneth when "Summer-land" is won

WHITEWATER. NETTIE ROBERTS.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(Continued from the November Number.)

DUTIES OF OFFICERS.

Q. Is it the duty of the Board to keep the house in repair, if the district vote no money for such purposes?

A. It is; and the Board must present their account for such repairs to the district, and, if correct, the district are holden to pay it. It would be

impossible for the whole district to act in every case where repairs are needed, and the law very wisely clothes the Board with full authority to attend to the matter.

Q. How shall the Town Superintendent know who are the District Treasurers, or who are entitled to receive from him the public money?

A. If he has any doubt, he may require the endorsement of one with whom he is acquainted, but there is no legal requirement for the presentation of any voucher.

Q. Can the Town Superintendent apportion to districts which have made no report, upon his own responsibility?

A. The Town Superintendent is bound to apportion only to districts which have fully complied with the law. He can exercise no discretion in the matter.

Q. Can a District Clerk contract with his wife to teach the school?

A. As he is obliged to obtain the endorsement of another member of the Board, there can be no objection to his signing such a contract.

Q. Can the District Board authorize another person than the clerk to contract with a teacher?

A. A private person may give another a power of attorney to act for him, but an officer can not thus delegate his authority.

Q. Can a District Board bind their successors in office?

A They can, so far as their action is legal, but they can not stretch their authority so as to bind the district in regard to matters which the law authorizes the district to settle at each annual meeting.

Q. Must the Treasurer of a district pay all the public money to qualified teachers?

A. All the public money received from the Town Superintendent must be used in payment of qualified teachers. A district using any of the public money for any other purpose, forfeits its next apportionment.

Q. If a district vote to have a female teacher, and the Board employ a male teacher, is the district holden?

A. The Board are bound by the vote of the district, and if they, in such a matter go contrary to their direction, it is at their own risk, and they become personally liable.

ALTERATION OF DISTRICTS.

Q. If, after the annual report, a district is disorganized and attached to other districts, what becomes of its apportionment, school-house, and other property?

A. The entire property of the annulled district must be divided between districts receiving any part of its territory, according to the valuation as given in the Assessment Roll.

Q. In case the order for the alteration of a district, or the formation of a new one does not take effect until three months, should the alteration be deemed made, should the new district proceed to its organization, immediately, or should they wait the three months?

A. Until the alteration or organization takes effect, it should be treated as not made.

Q. In case a district is altered before the time for the annual report but the alteration does not take effect until after, where shall the new district, or the separated portion, be reported?

A. In the old district, as though no alteration was contemplated.

SCHOOLS, TEACHERS, ETC.

Q. Can a select school receive public money, if the teacher has a certificate, and it is under the control of the District Board as trustees?

A. In order to be entitled to public money the school must be *free* to all children between the ages of four and twenty years, and the teacher must be employed by the District Board. A *select* school, therefore, can not be entitled to public money.

Q. Can the District Board require a teacher to be examined by them?

A. The law gives the right of examining teachers to the Town Superintendent alone. The Board may require a teacher to be examined by them, but such an examination has no legal force.

Q. Can a certificate be revoked after a contract has been entered into?

A. A teacher is bound to keep his certificate. If his certificate is annulled his contract is rescinded.

Q. In a high school, where the principal is a qualified teacher, is it necessary that all his assistants be also qualified?

A. They must be; and it would make no difference if the principal hired them himself.

TAXES, ETC.

Q. If a man occupies government land, can it be taxed to him as real estate?

A. It must not be taxed as real estate, but the value of his improvements can be taxed as personal property.

Q. In case a joint district lies in two towns, and one town votes a town tax for school purposes, in addition to that levied by the County Board, is there any way in which the whole district can be taxed?

A. None. And this, among others, is a great cause of difficulty in joint districts. It is hardly a possible thing for two towns to act so as to render the different parts of joint districts perfectly equal. We would advise all Town Superintendents to abolish joint districts as fast as possible.

Q. Is there any difference between the taxes levied upon towns by the County Board, and taxes levied by towns for school purposes?

A. There is; taxes levied by the County Board are apportioned according to the number of children, but taxes levied by towns for school purposes, are apportioned according to the assessment roll of each district—thus paying to each district the amount they paid. The tax levied by the county is by the law considered as a part of the School Fund, and is apportioned in like manner.

Q. Can a Town Treasurer receive orders drawn on a District Treasurer in payment of taxes?

A. He can not, except at his own risk, as there is no law authorizing such a course.

Q. Can a Town Treasurer pay any thing but money to a District Treasurer?

A. Not if he refuse to take it.

Q. Can a Town Treasurer receive county orders from the County Treasurer, and compel the District Treasurer to take them as money?

A. He can not. County orders are not legal tender. The law provides that counties and towns shall receive their respective orders for county and town taxes, but they can not be used to pay school taxes; nor can counties receive the school tax in money, and then pay the districts in county orders.

Q. Can inhabited territory be forced to remain outside of a district organization, against the request of the inhabitants?

A. In such instances it is the duty of the Town Superintendent either to organize the territory into a district, or attach it to a district.

Q. Ought, or can a man who is unable to read or write hold office as a district officer; in other words, ought the Town Superintendent to recognize such as legal officers, if a district sees fit to elect them?

A. Such persons never should be elected; but if they are elected, the Town Superintendent is bound to recognize them as legal officers.

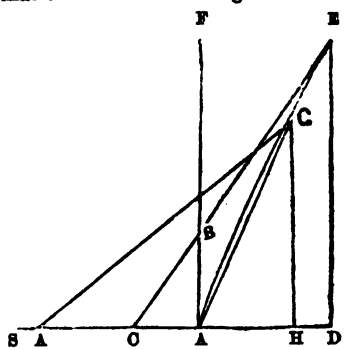
Compiled from the records of the Department, by

S. H. CARPENTER,
Assistant State Superintendent.

WHEREVER railways and steamboats had gone, English words had gone with them. The words railway, wagon, express, truck, tender, ballast, tunnel, were in use all over Europe and on steamboats—whether on the Baltic, the Rhone, the Danube or the distant East, one heard the familiar words, *stop her, go ahead. half steam.—Geo. P. Marsh.*

Mathematical Department.

The following is a solution of problem 6 in the *Journal of Education* Let A be the place of the dog, and B that of the fox. Through A draw S D at right angles to A B. On D S take A C=A B · tan. A B C=40 · tan 33° 45′=26,7272=a. Through B draw C B E, and B E will be the path of the fox. Since the dog directs his course toward the fox, and the fox is constantly changing his position, the dog runs on a curve line. Let A G E be that curve—E being the point where the fox is caught. Take C A= C A=a, and from A′, A, draw lines to any point G in the curve. Let C be origin of rectangular co-ordinates. Then C H=x, and G H=y, are the co-ordinates of the point G.



Represent the angles G A′ H by A′, G A H by A Then we have A′ H· tan. G A′ H=G H, or $y=(x+a)$ tan. A′—and A H· tan. G A H=G H, or $y=(x-a)$ tan. A. Hence $y^2=(x^2-a^2)$ tan. A′ tan A. This is the equation of an hyperbola, when for the square of the ratio of the semi axes $\left(\frac{b^2}{a^2}\right)$ we write its equal—the product of the tangents which two supplementary chords form with the transverse axis on the same side. Hence, A G E is an arc of an hyperbola, whose transverse axis=2 a.

The line C B=40÷cos. 33° 45′=48,1075. Let C E=m and the curve A G E=x. Then we have $m-48{,}1075$=distance run by the fox. But by the hourly rates of traveling we have $m-48{,}1075=\frac{2}{3}x$. Hence, $m=\frac{2}{3}x+48{,}1075$. - - - - (1.)

The angle A C B=56° 15′, and sec. 56° 15′ : m :: 1 : x. Hence x · sec. 56° 15′ = m = 1,79995 x, which by (1) becomes $1{,}79995 \cdot x=\frac{2}{3}x+48{,}1075$. - - - - - (2.)

Similarly, sec. 56° 15′ : m :: tan. 56° 15′ : y. Hence, $\frac{\text{sec. } 56° 15'.}{\text{tan. } 56° 15}y=m$, which by (1) reduces to $1.20268 \cdot y=\frac{2}{3}x+48{,}1075$. - - - (3.)

The equation to the curve is:

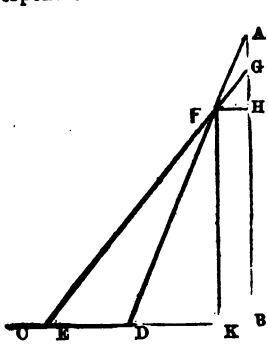
$a^2y^2-b^2x^2=-a^2b^2$, in which a and b are the semi axes. If we differentiate this equation, we obtain $2a^2y\,dy-2b\;x\,dx=0$. Hence, $\frac{dy}{dx}=\frac{b^2x}{a^2y}$, and squaring, $\frac{dy^2}{dx^2}=\frac{b^4x^2}{a^4y^2}$.

Adding unity to both members of this last, and taking the square root, $\sqrt{dy^2+dx^2}=dz=dx\sqrt{\frac{b^4x^2+a^4y^2}{a^4y^2}}$. But from the equation to the curve we find $x^2=\frac{a^2b^2+a^2y^2}{b^2}$. Hence, $b^4x^2=a^2b^4+a^2b^2y^2$, and this value of b^4x^2 in the last equation gives $dz=dx\sqrt{\frac{a^2b^4+a^2b^2y^2+a^4y^2}{a^4y^2}}=dx\sqrt{\frac{b^4+b^2y^2+a^2y^2}{a^2y^2}}$. Hence, $z=x\sqrt{\frac{b^4+b^2y^2+a^2y^2}{a^2y^2}}+$ constant. But when $z=0$, $y=0$, and the equation of the curve gives $a^2\,0-b^2x=-a^2b^2$. Hence, $x=a=$ constant. Hence, $z=x\sqrt{\frac{b^4+b^2y^2+a^2y^2}{a^2y^2}}-26,7272$. - - - - (4.)

We have now four independent equations, namely: (2), (3), (4), and the equation of the curve, and these contain but four unknown quantities, namely: b, x, y, and z, and therefore these quantities may be found by elimination. The value of z will be found to be $=108,2418$ rod. The time required by the dog to travel this, at the rate of 15 miles per hour, is one minute, twenty-one, and eighteen one hundreth seconds—1′, 21,18″ time.

A. W. WHITCOM.

The following is a solution of problem No. 7: In the figure let A B be perpendicular to B C. We then have given A D = 30 feet, B D = 10 feet; A F = 10 feet and E G = A D = 30 feet to find B E and B G. Let B E = x, and B G = y. Draw F K parallel to A B, and F H parallel to B C. From the similar triangles A B D and F K D, we obtain this proportion: D A : A B :: D F : F K = $\frac{2}{3}\sqrt{800}$. In a similar manner we find F H = $3\frac{1}{3}$. From the similar triangles E B G and E K F we have $x-3\frac{1}{3}:\frac{2}{3}\sqrt{800}::x:y$. Hence, $(x-3\frac{1}{3})y=\frac{2x}{3}\sqrt{800}$ (1.) And because E B G is a right angled triangle, we have $y=\sqrt{900-x^2}$



(2.) Substituting this value of y in equation (1), we have $(x-3\frac{1}{3})$

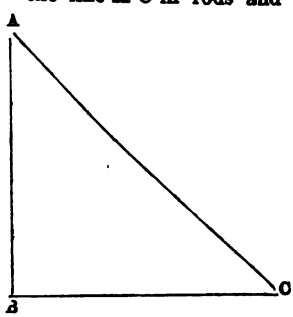
$\sqrt{900-x^2}=\frac{2}{3}x\sqrt{800}$. Squaring and reducing we have $x^4-6\frac{2}{3}x^3-533\frac{1}{3}x^2+6000x=10000$; an equation of the fourth degree. Solving this in the usual manner we find $x=19{,}587$ feet $=$ E B. From equation (2) we find y or B G $=$ 22,723 feet. JAS. M. INGALLS.

The following is a solution of problem No. 10.—64 gallons $=\frac{1}{4}$ contents of cask. Since $\frac{1}{4}$ of the wine is drawn out at the first drawing, there must remain $\frac{3}{4}$. After the cask is filled with brandy, $\frac{1}{4}$ of the whole being drawn out, there will remain $\frac{3}{4}$ of the mixture; but $\frac{3}{4}$ of the mixture, we have already seen is wine; therefore, after the second drawing there will remain $\frac{3}{4}$ of $\frac{3}{4}$ of wine, $\frac{3^2}{4^2}$. By similar seasoning we see that after the third drawing there will remain $\frac{3}{4}$ of $\frac{3}{4}$ of $\frac{3}{4}$ of wine, or $\frac{3^3}{4^3}$. From this we see that the part of wine remaining is expressed by the ratio $\frac{3}{4}$, raised to a power whose exponent is the number of times the cask has been drawn from. Hence, after four drawings, there remains $\frac{3^4}{4^4}$ of 256 gallons of wine, and consequently 175 gallons of brandy are in the cask.

81	gallons of wine,	at 1,00 per gallon,	. . .	=$81 00
175	"	brandy at 0,75 "	. . .	=131 25
256	"	mixture costs	. . . . .	$212 25

Hence 1 gallon of mixture costs $0,829101+. A. W. WHITCOMB.

Solution of Problem No. 11.—Let A B C be the triangle, A C the longest side, and A B the shortest side. Let $5x=$ the line A C in rods and $3x=$ the line A B in rods. Then since it is a right angled triangle $\sqrt{25x^2-9x^2}=4x=$ B C. Therefore $8(4x+3x+5x)=96x=$ the number of rails in the fence, which by the problem is equal to the number of acres in the triangle. Also $\frac{12x^2}{320}=$ the number of acres in the triangle. Hence, $\frac{12x^2}{320}=96x$. Clearing of fractions and dividing by $12x$ gives $x=2560$. Having the value of x the area of the triangle is easily found to be equal to 245760 acres. L. C.



Solution of Problem No. 1.—By the conditions the payments due are as follows: At the end of one year \$35; in two years \$35; in three years \$135; in four years \$128; in five years \$121; in six years \$114; and in seven years \$107. Now the present worth of \$35 payable in one year, discounting at the rate of 12 per cent., is \$31,23, of \$35 payable in two years \$27,90, of 135 payable in three years is \$96,09, of \$128 payable in four years is \$81,25, of \$121 payable in five years is \$68, 66, of \$114 payable in six years is \$57,75, of \$107 payable in seven years is \$48,41. The sum of these present worth is the value of the mortgage, which is \$411,40. C. E.

We have received another solution of the above problem from J. C. Devereux, but we do not give it, as it is very long, and the principle involved in it is similar to that which underlies the solution given above.

Solution of Problem No. 2.—The debt, accorning to the problem is \$800. The present value of the first payment is the quotient of the payment divided by the amount of one dollar for one year at ten per cent., which is \$1,10 or 1,1 that of the second is that payment divided by the amount of \$1,00 for two years, and so on till the eighth, which equals $(1.1)^8$. Now these present values form a geometrical series, whose number of terms is 8, sum 800, and ratio (reading it backward) 1,1; the last term, therefore, $= \frac{800(1.1-1)}{(1,1)^8-1} =$ \$69,95, the present value of the last payment, and the payment itself is \$69,95 $(1,1)^8 =$ \$149,95, the sum to be paid annually.

C. E.

Problem No. 12.—What fraction is that which if its cube be subtracted from it will give a maximum remainder?

Problem No. 13.—Given $x^2\frac{x^2}{2} = \frac{1}{2}$ to find the value of x.

Problem No. 14.—Given $x^4 + \frac{13x^2}{3} - 39x = 81$ to x.

Problem No. 15.—Given $x^4 - 6^3 \sqrt{x} = 9$ to find x.

Problem No. 16.—If $8\frac{1}{4}$ acres pasture 12 sheep 4 weeks, and 10 acres pasture 21 sheep 9 weeks, how many sheep will 24 acres pasture 18 weeks, the grass growing uniformly during the time.

A solution by analysis is required. J. Bell.

Whatever the wind may do in Winter, it can not be denied that in Spring it "turns over a new leaf."

Editorial Miscellany.

Hon. HENRY BARNARD, of Conn., who was elected Chancellor of our State University last summer, has accepted the office, and will be here early this month to enter upon the performance of the duties appertaining to that position. He has also accepted the agency of the Board of Regents of the Normal School, and will spend a portion of his time in visiting different parts of the State for the purpose of interesting the people in the subject of normal instruction.

His known ability and large experience are a sufficient guaranty that he will be eminently useful in giving an impetus to the cause of education in our State, and we trust that as a result of his connection with the University *it* may become in reality a part of our system of education, and be entitled to a larger share of the sympathies of the people. We have never sympathized with those who from time to time have attacked the University as an unnecessary and unprofitable institution, but we have wished, in common with a majority of the educators of the State, that it might be organized upon a different, and—what we believe to be—a better basis, that some of the vigor and spirit which characterize our people, might be infused into it—in a word, that it might become a true exponent of the best and highest culture needed by any citizen of our State.

If the Regents and the Legislature shall second Mr. Barnard in the efforts which he will undoubtedly make, we trust that the day is not far distant when we shall have, as the head of a complete system of education, a genuine, *live* University, which shall be an ornament to the State and a blessing to the people.

Believing that the plan of providing normal instruction through the agency of a fund distributed to academies and colleges is essentially defective, we shall still hope for good results from the employment of such a man as Mr. Barnard as agent of the Board of Normal Regents, and we trust that his experience of the workings of different systems will enable him to offer such suggestions as, if acted on, will secure to us all the benefits, disconnected from the disadvantages of the present system.

For the benefit of our numerous readers who may not be informed in regard to Mr. Barnard's antecedents, we shall give a short biography of him in our next issue.

VISITS TO SCHOOLS.—During the week preceding the holidays we paid a flying visit to Whitewater, Janesville, and Milwaukee, and spent some time in the public schools. At Whitewater we visited the school under the charge of Mr. H. L.

Sherman, and though many of the pupils were detained at home by colds, and both teachers and scholars were nearly worn out by exertions continued through a four months' term, still, the order, promptness in recitation, and general appearance of the pupils, indicated that the zealous exertions of the teachers were not without their reward.

Mr. Sherman has had charge of the school for one term only, and has labored under the difficulties usually attending the commencement of work in such a school, but notwithstanding this, he has shown ability and tact which will ultimately secure him the confidence and support of tne community. Miss Billings, his assistant, and Miss Roberts, Principal of the primary department, have taught several terms, and are excellent teachers, whose merits are appreciated by their patrons. Miss Rockwell, the teacher in the primary department, is succeeding admirably in her difficult and responsible position. There is another school with two departments, and a primary school in a separate building, which we did not have time to visit, but were told that they were doing well. They need a better building to accommodate the higher department and grammar school, and we trust that the well known enterprise and liberality of the citizens of Whitewater, will, ere long, find expression in a building which shall accommodate her children.

The Janesville schools have been organized on the present basis about two years. They have two commodious, fine looking ward school buildings, and a new magnificent high school building, nearly finished. The high school department, under the charge of Mr. Levi Cass, holds its sessions in an old academy building, and (though cramped for want of room) is in a flourishing condition. The recitation showed that the pupils had been taught to rely upon themselves, and do their own work, and some declamations given by the young gentlemen, were equal to any we have ever heard. In the same building with the high school is a primary department, under the charge of Miss , in which we heard the best reading to which it has ever been our privilege to listen from children from eight to ten years of age.

We spent the most time in the Fourth Ward School, under the charge of an old friend, Mr. Isaac Johnson, formerly of Waupun. It comprises two departments, a primary and an intermediate, or grammar school. Mr. Johnson has been eminently successful in securing order and discipline, and the prompt intelligent recitations were the best proofs of his fitness and success as a teacher. He is very fortunate in his assistant, Miss St. John, who is an experienced and capable teacher. In the primary department Miss Huyck, of Watertown, is principal, assisted by Miss — St. John, sister of the one first mentioned, and like her a successful teacher. Her method of teaching reading and spelling is philosophical and very successful. We saw in one of her classes a boy spelling quite long monosyllables by printing the words on a slate, who three weeks before did not know the alphabet. She uses the slate and pencil in all her spelling exercises, and teaches reading in such a manner that the meaning of the author is completely understood and clearly expressed by the pupil. Miss Huyck's classes showed good

drilling, and an intelligent apprehension of the real nature of the studies in which they were engaged.

We spent but a short time in the other ward school, over which Mr. Spalding presides, and can not speak of our own knowledge of its actual condition, but from what we did see, and from what were told by those who know, we concluded it was making good progress. There are two or three primary and intermediate schools which we did not visit, but we mean at the earliest opportunity to spend two or three days in the schools of Janesville, and shall than report more fully as to their position.

MILWAUKEE.—In consequence of missing a train on the M. & M. R. R., we lost a day. which we had intended to spent in this city, and therefore were unable to visit any except the Seventh Ward High School, in charge of Mr. J. G. M'Kindley whose merits as a teacher are evidenced by the success which crowns his efforts. The day of our visit was the close of the term, and the exercises were witnessed by a large number of the patrons of the school, the inhabitants of other wards, and strangers from other cities. Many of the most worthy and sustantial men of Milwaukee were present, and among those from abroad we noticed Col. Frank, of the *Tribune* and *Telegraph*, and Mr. T. J. Connaty, principal of the Kenosha High School, Mr. Cheney, principal of one of the ward schools Racine, and others interested in popular education. The exercises to which we listened consisted of the examination of classes in mathematical and physical geography and physiology, the reading of compositions and declamations, interspersed with singing by the pupils. The examinations were conducted by written questions distributed after the classes had taken their places, and showed a complete mastery of the different subjects by the pupils, reflecting great credit upon the principal and his assistants, for the thoroughness with which they have taught those committed to their care. Notwithstanding the room was crowded, every seat and aisle being filled to its utmost capacity, good order was maintained throughout the whole of the exercises, and every thing passed of pleasantly and harmoniously. Near the close of the exercises, one of the young ladies, on behalf of the pupils, presented a beautiful silver goblet to Miss Lincoln, one of the assistant teachers, who retires from the school. In the evening the school had a festival at the New Hall House, which was a very pleasant and successful affair. At eight o'clock the teachers, and pupils, with many of their parents, and a large number of invited guests, sat down to a sumptuous supper, after partaking of which, several toasts were read and responded to by gentlemen present, in short and appropriate speeches. A good band added to the interest by discoursing sweet music, and we think all present were satisfied that the festival was a happy conception, was admirably managed, and a complete success. It has encouraged the friends of free schools, and given an impetus to the cause of education in Milwaukee, which will be felt for a long time. During the day we spent a few minutes in the grammar school, in charge of Mr. Coe, and the intermediate department, presided over by Miss Osgood, and found every thing in apple-pie order, as we always do. We were pleased to make the acquaintance of Prof. Larkin, principal of the Second

Ward High School, of Mr. Markham, principal of the First, and of Mr. Bateman, principal of the Fifth Ward school. We saw our old friend, Prof. Kursteiner, formerly of the State University, now assistant and German teacher in the Second Ward High School, and also Mr. Davis, principal of the Fourth Ward School. We promise ourself the pleasure of a visit to all the schools of Milwaukee, as soon as we can possibly spare the time.

PALMYRA.—The schools at this place, under the care of Mr. E. B. Gray, closed the fall term on the 24th ult., with an exhibition in the High School room in the evening. The exercises consisted of declamations, colloquies, the reading of compositions, and vocal and instrumental music, which were listened to by a large and appreciating audience. The room was crowded to its utmost capacity, and many went away unable to obtain even a place on which to stand. The compositions were smoothly written, and generally well read, and the declamations were delivered in a pleasing and impressive manner. Miss Alice Howe received the prize (a beautiful and costly volume of engravings) for the best composition, and Miss Clara Rowe, Mrs. Heman's Poems, for the second best. Mr. George Peck was awarded the first prize for declamation, and Mr. John Palmer the second. Just before the close of the exercises Miss Sarah Turner, for herself and fellow-pupils, gave Mr. Gray a beautiful volume of Poems, accompanied by a neat presentation speech, which was feelingly and appropriately replied to by Mr. Gray. He has been very successful as a teacher in Palmyra, and we trust that the citizens may be able to retain him among them for a long time to come.

Magazines.—As this is the season when most persons subscribe for magazines, we give the terms on which we can furnish several of them to our readers. The *Atlantic Monthly* will be mailed to any of our subscribers on the receipt of two dollars at this office. We will send the *Journal of Education* and the *Atlantic* to all new subscribers, and all old subscribers who renew their subscriptions between the first of January and the 20th of March, A.D, 1859, for $2,75, the subscribers to pay their own postage.

The *Atlantic* is now so well known that it needs no commendation from us, it is emphatically the first magazine in the United States. The third volume begins with this month, and now is the time to subscribe. For three dollars the publishers will mail the work to any part of the United States, prepaid, for one year. For ten dollars they will send five copies, the subscribers to pay their own postage. Clergymen, teachers, and post-masters, will receive the work two dollars a year. Address Phillips, Sampson, & Co. 13 Winter Street, Boston.

Arthur's Ladies' Home Magazine, edited by T. S. Arthur & Virginia F. Townshend. This is one of the best ladies and home magazines issued from the press, and one that we can conscientiously recommend for its pure morality elevated sentiment and sympathy with every genuine reform. Its beautiful engravings fashion plates, and patterns for embroidery, render it a most attractive and useful

companion for the housewife, and no parent can read its pages without being materially aided in the education and training of children.

Single copies two dollars a year, two copies for three dollars, four copies for five dollars. Address T. S. Arthur & Co., 323 Walnut Street, Philadelphia.

We will furnish the magazine to our present subscribers for one dollar and twenty-five cents, and will send the *Journal* and the magazine to all new subscribers received between the first of January and first of April, 1859, for two dollars.

The *Wisconsin Farmer*.—This sterling agricultural magazine, conducted by Messrs. Powers & Hoyt, ought to be in the hands of every farmer and laborer in the State. Desirous of aiding to extend its circulation, we have concluded to offer it to our subscribers on the following terms. We will send it to any of our present subscribers, one year, on the receipt of eighty cents in postage stamps, and we will send the *Journal* and the *Farmer* to all new subscribers received between the first of January and the first of April, 1859, for one dollar and fifty cents.

State Journal.—As many of our readers would undoubtedly like a newspaper published at the Capital of the State, we have made arrangements by which we can furnish the *Weekly State Journal*, published by Atwood & Rublee, Madison, and the *Journal of Education*, to all subscribers received between the first of January and the first of April, 1859, for two dollars. To those who do not take a daily paper, this presents an excellent opportunity to secure a paper containing a summary of general news, topics of interest, a synopsis of the proceedings of the Legislature, etc., at a small expense.

Notices of *Moore's Rural New Yorker*, *The Prairie Farmer* (formerly *Emery's Journal of Agriculture*) *The Little Pilgrim*, and other exchanges, must be postponed till next month.

Literary Notices.

Country School Houses, containing Elevations, Plans, and Specifications with Estimates, Directions to Builders, Suggestions as to School Grounds, Furniture, Apparatus, etc., and a Treatise on School-House Architecture. By James Johonnot, with numerous designs by S. E. Hewes. New York: Ivison & Phinney, 321 Broadway. Chicago: S. C. Griggs & Co, 1859.

This is a valuable work and ought to be in every district library in the country. Less elaborate than Barnards' School Architecture, it yet gives elevations and

plans of twenty buildings, either of which would be a vast improvement upon the structures commonly used for district school-houses. The author, Mr. Johonnot, as a practical teacher, and as traveling agent of a teachers' association in New York, has had a wide experience in the matter of school-houses, and he presents, in a clear and systematic manner, many valuable suggestions concerning the shape, size, and finish of school-houses, furniture, apparatus, laying out and adorning the grounds, etc. The chapter on out-houses is particularly important, and we wish that every district in the land could receive and would act upon the information which it contains.

Every district intending to build the ensuing year, should immediately order the work. Copies will be sent by mail, postpaid, to any address, by the publish ers, on receipt of two dollars.

McGuffey's New Eclectic Speaker; containing about three hundred exercises for reading and declamation. Publishers, Cincinnati: Winthrop B. Smith & Co. New York: Clark, Austin, & Smith.

This new work from the press of the enterprising publishers of the Eclectic series commends itself to teachers as a choice collection of exercises for declamation, and an excellent reading book for the higher classes in our schools. It contains some of the brightest gems in the English language, and is preceded by nearly fifty pages treating of elementery principles, in which the subjects of articulation, inflection, emphasis, management aud culture of the voice, and gesture, are clearly explained and illustrated by appropriate examples. We cheerfully recommend it to the favorable consideration of teachers.

Youth's History of the United States. Designed for intermediate classes in public and private schools. By James Monteith, principal of Grammar School No. 17, New York. Author of a series of school geographies New York: published by A. S. Barnes & Co, 51 and 53 John Street.

This little book, in the form of question and answer, presents the important points in the history of this country in a concise add attractive manner, suited to the comprehension of children. It is well printed, and beautifully illustrated with numerous woodcuts and maps, contains the declaration of independence, and biographical sketches of persons prominently connected with American history. We believe it to be well adapted to interest children and promote the study of history, which is too much neglected in eur schools.

Several notices of books have been crowded out of this number for want of room.

Our readers will notice our new advertisements this month. A. S. Barnes & Co. have two pages, Geo. Sherwood has one page, E. W. Skinner two pages. Any school in want of maps, charts, or apparatus, will do well to correspond with Mr. Sherwood, and any district building a new school house, will find it to be for its interest to purchase furniture of him, as he is agent for the best kinds manufactured. Want of room compels us to omit noticing other advertisements.

THE

Wisconsin Journal of Education.

VOL. III. FEBRUARY, 1859. NO. 8.

HENRY BARNARD, LL.D.

THE career of Henry Barnard as a promoter of the cause of education, has no precedent, and is without a parallel. We think of Page as a great practical teacher, or Gallaudet as the founder of a new institution, of Pestalozzi as the originator of a new method of instruction, of Spurzheim as the expounder of the philosophy of education, and of Horace Mann as its most eloquent advocate; but Mr. Barnard stands before the world as the national educator. We know, indeed, that he has held office, and achieved great success in the administration and improvement of systems of public instruction in particular States. But these labors, however important, constitute only a segment, so to speak, in a larger sphere of his efforts. Declining numerous calls to high and lucrative posts of local importance and influence, he has accepted the whole country as the theatre of his operations, without regard to State lines, and by the extent, variety, and comprehensiveness of his efforts, has earned the title of the American Educator. It is in this view that his course has been patterned after no example, and admits of no comparison. But if in his plan, equally beneficent and original, he had no example to copy, he has furnished one worthy alike of admiration and imitation.

On the retirement of Mr. Barnard from the office of Superintendent of Common Schools in Connecticut, in December, 1854, an able and elaborate paper on his educational labors in Connecticut and Rhode Island, prepared by a gentleman every way competent to the task, was published in the *Connecticut Common School Journal.* From that essay we draw most of the materials for this brief sketch.

Mr. Barnard was a native of Hartford, Conn., where his family had lived from the first settlement of the colony. He was born on the 14th of January, 1811, in the fine mansion where he now resides. The son of a wealthy farmer, and living within half a mile of the centre of a considerable town and the State capitol, he was placed in the most favorable circumstances for early physical and mental development.

His elementary instruction was received at the district school, which, with all its imperfections, "as it was," he remembers with gratitude, not, indeed, on account of the amount of learning acquired in it, but because it was a common school—a school of equal rights, where merit, and not social position, was the acknowledged basis of distinction, and, therefore, the fittest seminary to give the schooling essential to the American citizen.

While pursuing the studies preparatory for college at Monson, Mass., and at the Hopkins Grammar School in Hartford, his proficiency was brilliant; and such was his eagerness for knowledge that, in addition to the prescribed course, he extended his reading among the works of the best English authors.

Having entered Yale College in 1826, he graduated with honor in 1830. During the whole of his collegiate course, sustaining a high character for scholarship; in the early part, a successful competitor for the prizes for English and Latin composition; for the last two years, diligently pursuing a systematic course of reading in English literature, with the practice of English composition; during the last half, also acting as librarian to secure free access to the library, and acquire a knowledge of books; participating with zeal in the exercises of the literary societies, by written and oral discussions; and possessing fine natural endowments he came out of college, as might have been expected, already a ripe scholar.

The five subsequent years were mainly devoted to a thorough professional training for the practice of the law, the severer study of the legal text-books being relieved by the daily reading of a portion of the ancient and modern classics. This course of study was fortunately interrupted for a few months to take charge of an academy, where he improved the opportunity to acquire some knowledge of the theory and practice of teaching. This experience probably had considerable influence in determining some of the most important subsequent events of his life.

Before entering on the practice of his profession, he spent some time in Europe, for the two-fold purpose of study and travel. Already well fitted by study and natural taste to profit by the opportunities of foreign travel, he made further and special preparation by a tour through the Southern and Western States, and a visit to all the most interesting localities in New England. "Leaving home like a philosopher, to mend himself and others," he returned with his mind enriched by observation, not only of nature and art, but especially of the social condition and institutions of the people.

In the first public address which he had occasion to make after his re-

turn, he said, "Every man must at once make himself as good and as useful as he can, and help, at the same time, to make every body about him, and all whom he can reach, better and happier." This was the sentiment which controlled the motives of his conduct. Fidelity to this truly grand and worthy aim induced him, not long afterward, to abandon the flattering prospects of professional eminence which were opening upon his vision, to retire from all active participation in political affairs, after a brief but brilliant career in the Legislature of his native State, and to devote himself to the great work of educational reform and improvement. To him the credit is due of originating and securing the passage, by the Legislative Assembly, while a member, in 1838, of an "Act to provide for the better supervision of Common Schools."

This was the first decisive step toward the revival of education in Connecticut. The Board of Commissioners of Common Schools, established by this act, was immediately organized, and Mr. Barnard accepted the office of Secretary, Mr. Gallaudet, who was first elected on his motion, having declined. He devoted his energies to the arduous duties of this office till 1842, when the Board was abolished, in consequence of one of those political revolutions which sometimes bring into power men who, though possessing little of the power or disposition to raise mortals to the skies, are always ready to drag angels down.

The duties of the office as prescribed by the Board were:

1st. To ascertain, by personal inspection of the schools, and by written communications from school officers and others, the actual condition of the schools.

2d. To prepare an abstract of such information for the use of the Board and the Legislature, with plans and suggestions for the better organization and administration of the school system.

3d. To attend and address at least one meeting of such parents, teachers, and school officers as were disposed to come together on public notice, in each county, and as many local meetings as other duties would allow.

4th. To edit and superintend the publication of a journal devoted exclusively to the promotion of common school education. And,

5th. To increase, in any practical way, the interest and intelligence of the community in relation to the whole subject of popular education.

We have seen with what antecedents Mr. Barnard entered upon the discharge of these duties.

Possessing fine powers of oratory, wielding a ready and able pen, animated by a generous and indomitable spirit, willing to spend and be spent in the cause of benevolence and humanity, he had every qualification for the task but experience. Speaking of his fitness for carrying out the measures of educational reform and improvement in Connecticut, and of the results of his efforts, Horace Mann said, in the *Massachusetts Common School Journal*, "it is not extravagant to say that, if a better man be required, we must wait, at least until the next generation, for a better one is

not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means.

"The cold torpidity of the State soon felt the sensation of returning vitality. Its half-suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; system began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may be further affirmed, that the cause was so administered as to give occasion of offense to no one. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination. But all these auguries were delusive. In an evil hour the whole fabric was overthrown."

The four volumes of the *Common School Journal*, issued during this period, and the four Reports presented by him to the Legislature, with other contemporary documents, justify the remarks quoted from Mr. Mann. The Reports have been eagerly read and highly prized by the soundest educators. Chancellor Kent, in his *Commentaries on American Law* (edition of 1844), after devoting nearly two pages to an analysis of his Report, characterizes it as "a bold and startling document, founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive and instructive exhibition of the practical condition and operation of the common school system of education." In referring to his subsequent reports, the same distinguished jurist speaks of him as "the most able, efficient, and best informed officer that could, perhaps, be engaged in the service;" and of his publications as containing "a digest of the fullest and most valuable information that is to be obtained on the subject of common schools, both in Europe and the United States."

It should be stated in this connection, as evidence of the disinterestedness of his motives, that these labors were performed without any pecuniary compensation; for although the amount allowed him out of the treasury of the State, for the service of nearly four years was, $3,747, this sum he expended back again in promoting the prosperity and usefulness of the schools.

The year following the abolition of the Board of Commissioners of Common Schools in Connecticut, he spent in visiting every section of the country, to collect the material for a *History of Public Schools and the Means of Popular Education in the United States.* Just as he was about to commence this history of education, he was invited to go to Rhode Island, and there achieve a work which is destined to form one of the most interesting and instructive chapters in the history of education in America, when it shall be written. Reluctant to accept the invitation, as it would make it

necessary to postpone the work in contemplation, Gov. Fenner met his objection with the reply, "Better make history than write it." He accepted the task, and soon organized a system of agencies which, in four years, brought about an entire revolution in the condition of the schools in the State. It is not easy to fully appreciate the difficulties and magnitude of the work undertaken in Rhode Island. From the foundation of the colony, the common school had been excluded from the care and patronage of the government, and for more than a century and a half there is not the slightest trace of any legislation whatever for this great interest.

To compel a citizen to support a school or educate his children was regarded as a violation of the rights of conscience. Twenty years ago an old Rhode Islander, well to do in the world, assigned, as a reason for refusing to aid in supporting a district school, "It is a Connecticut custom and I don't like it."

The plan of operations adopted was substantially the same as that pursued in Connecticut. The first great work was to enlighten the popular mind on the subject of common schools, and create a public opinion in favor of right action. The next step was to frame and secure the enactment of an efficient school code, adapted to the wants of the State, which was accomplished in 1845. Then came the difficult task of organizing the new system and of carrying out its provisions; in a word, of bringing into existence in every school district, the conditions of a good school. This process was progressing with a rapidity scarcely ever realized elsewhere, in the erection of better school-houses, in the employment of better teachers, in the establishment of school libraries, and in the increase of the means provided by law for the support of schools. But before accomplishing all his plans for the improvement of public education in Rhode Island, the state of Mr. Barnard's health rendered it imperatively necessary for him to resign his office. On his retirement, the Legislature, by a unanimous vote, adopted a resolution, giving him their thanks for the "able, faithful, and judicious manner" in which he had, for five years, fulfilled the duties of his office. The teachers of the State, through a committee appointed at the several Institutes, presented him a handsome testimonial of their "respect and friendship, and of their appreciation of his services in the cause of education, and the interest which he had ever taken in their professional improvement and individual welfare."

Mr. Barnard returned to his old home in Connecticut. He was soon invited to professorships in two colleges, and to the superintendence of public schools in three different cities. But a more congenial work in his own State awaited his restored health. The political demagogues of 1842 were no longer in power. In 1849, an act was passed to establish a State Normal School. It was provided by the act, that the Superintendent of Common Schools should also have the general control of the school as Principal, though not the immediate charge of it. Mr. Barnard was elected to this office. He soon had the satisfaction of seeing long-cherished hopes fulfilled. After many struggles and efforts, he saw his own State

taking her appropriate place among the foremost of the educating and educated States.

Our limited space will not allow even a glance at the particulars of his doings while in office from 1850 till he resigned, at the close of the year 1854, to give himself exclusively to labors of a more general and national character. He had already accomplished as much, perhaps, as any other individual for the promotion of education in every part of the country. By repeated visits to the chief points of influence, by extensive correspondence and numerous personal conferences with the leading persons connected with the management of systems and institutions of education, by addresses before popular assemblies, literary associations, teachers, and legislative bodies throughout the country, he had done more than any other man to shape the educational policy of the nation. His publications had been numerous, important, and widely disseminated. Besides the *Common School Journal* and Reports above alluded to, his work on *School Architecture* had been circulated by tens of thousands, not only throughout America, but in Europe, creating a general revolution in public opinion on the subject. His work on *Normal Schools* had been published several years, from which the substance of nearly all documents on the subject since, published, has been drawn. The volume entitled *National Education in Europe*, begun in 1840, and containing about nine hundred closely printed pages, had been published in 1854, a work well described as an "Encyclopædia of Educational Systems and Methods," and of which the *Westminster Review* speaks as "containing more valuable information and statistics than can be found in any one volume in the English language." But his contributions to educational literature did not stop here.

Scarcely did he find himself relieved from the routine of official life, when he projected and immediately entered upon the publication of a still more valuable and important work, viz., the *American Journal of Education.* Five large octavo volumes of this Journal are now before the public, and we may safely affirm of it, that it is the most valuable and comprehensive educational publication ever printed in the English language; and it will be a lasting disgrace to the teachers and educators of America if it has to be prematurely suspended for want of sufficient patronage. Besides conducting this Journal, he has found time for other labors of a general nature. As President of the American Association for the Advancement of Education, his influence has been widely and beneficially exerted. That his services to the cause of good letters and education have been appreciated in high places, may be inferred from the fact, that in 1851 he received the honorary degree of Doctor of Laws from the Corporation of Yale College, and in the same year from Union College, and in the year following from Harvard University.

Having but just reached the meridian of life, we can not but hope that a long period of usefulness and honor is still before him.—*Mass. Teacher.*

ÆSTHETIC EDUCATION.—I.

ITS UTILITY.

"Knowledge from one entrance quite shut out."

MAN, when not mis-educated, has an infalible love for the beautiful in nature and art, and it seems passing strange that the education of this noble element of our nature should be so utterly neglected in our present educational system. Possessing, as we do, more than Greco-republican institutions in a land replete with magnificent mountains and interminable grottos, with an exquisite flora and gorgeous autumnal forests, with waving trees and dancing waters, with whispering winds and thundering torrents, it would seem that our study of the beautiful would be instructive and *con-amore*; but in the mad race for riches we have forgotten that there is something better than the admiration or subjugation of our fellows. The blind poet was less to be pitied than are our own children, whose mental eyes are never opened to the beauties of this artistic universe.

There are forms, colors, motions, and sounds in nature which seem to have their echo in the human breast. Who has not asked, upon a lovely May morning:

> "Is this a time to be gloomy and sad
> When our mother nature laughs around?"

Who has not felt his whole soul stirred by the reverberations of the deep-toned organ, or found his feet moving involuntarily to the lively time of martial music? There is, indeed, a language in nature. The innocent flower; the sleeping lake; the tumultuous rocks; the solemn mountain; the reckless cataract; the frowning forest; and the angry ocean, have their earnest voices, and utter their inarticulate words to the ardent lover of the beautiful and the true.

True art consists in copying, (repeating), arranging, and uniting these "inarticulate words" in such harmonous compositions as to produce various thoughts or sensations in the beholder's mind. I have seen strong men weep at the tale of purity and woe touchingly told by the painter's canvas.

You have had your eye attracted by the beautiful forms of some gothic edifice, from lofty arch to exuberant pinnacle; from pointed pinnacle to massive tower; from tower to ethereal spire; from spire to golden cross; from cross to heaven itself.

Every one has felt the chastening, the refining, the heavenifying influence of music.

Art is the only universal language. Its utterances are understood by the Russian in his crystal-clad palace, and by the imaginative Brahmin in his thousand pillared hall. It is eloquence to the sturdy Briton, the enthusiastic Frenchman, and the luxurious Italian. It quickens the mind and touches the heart of Protestant and Pagan, of Catholic and Mohamedan.

We have said nothing of the religious tendency of this study. But if "the undevout philosopher is mad," shall we not be led from the beautiful in creation to the beautiful in character—to God himself? This pursuit not only refines the mind and recreates the body, but brings man nearer to his God, the omnipotent artist of the universe.

Teachers! ought not, shall not this purifying, revivifying, God-given language be taught in the common schools? G. B., ARCHITECT.

VARIETY.

THE sun, rain, wind, and dew, each in its turn, refreshes and sustains the vegetable world, proving that variety is necessary to the healthy growth of every tree, shrub, and tiny plant in nature's leafy kingdom; nor does this essential part of vegetative life lose its signification when applied to man's wants, either mental or physical; it enters in and forms a part of his existence, giving to the body strength and vigor, and to the soul it brings new life and beauty. Mark the wearied air of that little child as it tosses to and fro with careless indifference the toy that only yesterday sent the blood coursing through its veins with delight. The gilded bauble has really lost none of its beauty, but the charm of novelty has worn off, and the embryo man is quite ready for something new to fix his attention upon. Years pass by and we see childhood giving place to youth, and miniature pleasures laid aside for growing realities, yet here again we note the love of change. Let us approach that lad as he sits behind the desk in school, apparently deeply absorbed in study; his countenance is beaming with animation, and his eye passes rapidly over each page as though he would drink in the whole at a glance; tread softly and look over his shoulder. What do you see that causes you to frown? "Robinson Crusoe" inside the "Algebra." Well, as his teacher its your duty to punish the indulgence of a desire for change at such a time and place, but remember he only acted according to nature, for tired of study, he turned to the "Good Man Friday" for variety, as naturally as he would have grasped the dessert after a dinner of hearty food. Love of variety is not confined to the

younger portions of society, by any means, it may be seen in every grade or circle, and its gratification often leads to the relinquishment of principle and honor. How necessary, then, that parents, teachers, and all who have the guidance of the youthful mind, should understand the desires and meet the wants of those placed under their charge, before they wander off in by-paths for change, which will bring desolation into their hearts and homes.

E. B. LOWBER.

SPELLING.

DEAR JOURNAL:—For the past six months I have been an attentive reader of your pages. With great pleasure, and, I hope, improvement, I have perused the various essays which have from time to time appeared in your columns. I am, as yet, a tyro in teaching, but I feel a great absorbing interest in the welfare of the *educational movement.* Every teacher has his particular hobby which he rides. I have mine. I have pondered the productions on Spelling, have criticised them, have applied them, but have invariably cast them off, either entirely or partially. In spelling I find the chief fault in letting past lessons go unnoticed, and those "hard words" be forgotten. My plan of spelling is not original, but was used by my father (an old experienced teacher) for many years, and always with great success. My plan is to proceed for the first week in much the usual manner as that described in your December Number. Then I say: "Scholars, we are going to try a new plan. I see you have made some progress, and now I want you should each of you look over all the back lessons, and find some word which you think is harder than all the rest, which you will jot down in your memory, and keep it till you come to the class." Then after having spelled the lesson, the one at the foot puts his "reserve gun" to his next neighbor above him, if he spells it all well and good; if not, it goes on to the next, and so on till it is spelled. If it reaches the head one and is missed, the person who gives out the word spells it, and takes his place at the head, and then the next one at the foot commences, and so on till all are done. In the course of a week or two they will have acquired a number of words, and to fix these in their minds, and help them retain them, a "spelling down" is instituted. They choose sides, an equal number on each side. They "toss up" as to who shall have the first word, and then the tug of war commences; they pair off in single combat, the choosers forming the first pair, the next two the next, etc. Then the winner puts his word to the opponent, if he spell it, he in turn puts his word; perchance it is missed, he then takes it back himself and spells it, the one that missed sits down. Then the next two

and so on till all are through, then close up ranks and fire again. It is to the teacher the most interesting and amusing, and to the scholar the most mind-and-body absorbing game I ever witnessed. To every reflective mind its utility is easily perceived. Such as it is, I submit it to your discretion and judgment. Yours respectfully,

P. J. SMALLEY.

A VALUABLE TABLE.

FEW readers can be aware, until they have had occasion to test the fact, how much labor is often saved by such a table as the following:

1607—Virginia was settled by the English.
1614—New York was settled by the Dutch.
1620—Massachusetts was settled by the Puritans.
1628—Delaware was settled by the Swedes and Finns.
1635—Maryland was settled by the English.
1636—Rhode Island was settled by Roger Williams.
1639—North Carolina was settled by the English.
1670—South Carolina settled by Huguenots.
1682—Pennsylvania was settled by Wm. Penn.
1732—Georgia was settled by General Oglethorpe.
1791—Vermont admitted into the Union.
1796—Kentucky admitted into the Union.
1796—Tennessee admitted into the Union.
1801—Ohio admitted into the Union.
1811—Louisana admitted into the Union.
1816—Indiana admitted into the Union.
1817—Mississippi admitted into the Union.
1818—Illinois admitted into the Union.
1818—Alabama was admitted into the Union.
1820—Maine was admitted into the Union.
1821—Missouri was admitted into the Union.
1829—Michigan was admitted into the Union.
1836—Arkansas was admitted into the Union.
1845—Florida was admitted into the Union.
1845—Texas was admitted into the Union.
1845—Iowa was admitted into the Union.
1848—Wisconsin was admitted into the Union.
1850—California was admitted into the Union.
1858—Minnesota was admitted into the Union.

RIPON TEACHERS' ASSOCIATION.

MR. EDITOR:—The morning session of the Association was opened by the singing of a piece of music from the "Jubilee," by the teachers and some of the pupils of the First Ward School. "Cast thy bread upon the water," etc., were the words arranged to the music sung, and we deem it exceedingly appropriate for teachers to sing and *feel* that they are "casting their bread upon the waters," and if done in a proper manner, they may receive "an hundredfold," if not here, after their labors—properly rendered—may have ceased in this life, and they are called home to a more appropriate reward than will ever be given the teacher here. After the singing a short and appropriate prayer was offered by Mr. Bayley.

The preliminary business over, an essay was read by Mr. Bayley, of Brockway College, on the best method of teaching Orthography in Schools, based upon the premise that mental discipline should be aimed at in every recitation, embracing a thoroughness and accuracy seldom attained in our schools of to-day. Among the means mentioned in the essay, and the discussion which followed it, for securing attention in the recitation and study of the lesson, were: Pronouncing a word but once, and making the whole class responsible for its being correctly spelled—reading a sentence and requiring the words to be spelled in succession, by members of the class, indicated by numbers, or otherwise, at the discretion of the teacher; choosing sides occasionally; spelling down, one spelling, and all in the class dissenting from his spelling of any word, rising in their places and remaining on their feet until the they spelling correct has been given. For more advanced scholars pronouncing sentences to be written by the class—testing not only their orthography, but their ability to use capital letters and punctuate properly. Also the old-fashioned spelling school;

AFTERNOON SESSION.

The subject of Mental Arithmetic was discussed by Mr. Fry, advancing the opinion that children should be early taught the elements of arithmetic, commencing first with very young pupils, by simply counting the objects around them, then counting abstractly until they can count one hundred readily, which but few children can do when they first enter the schoolroom. This being thoroughly learned, advance then to combining the even numbers, 2, 4, 6, etc., teaching them in this exercise to give results rather than processes, *i.e.*, reading and not spelling the numbers, *e.g.*, not 2 and 2 are 4, and 2 are 6, etc., but 2, 4, 6, etc. The next lesson mentioned was combining 1 and 2 alternately, thus, 1, 3, 4, 6, 7, 9, etc. Then

combining the odd numbers, and thus continuing to vary the exercise until he can combine 7 s and 7 with all the preceeding numbers, which will require some length of time.

He here recommended that the pupil be permitted to skip from 7 to 10, and after the 10's are well learned, take up the 9's and 8's they being more difficult to combine than 10. At this point a discussion arose respecting the best method of combining 8 and 9, some claiming that the combination of ten, and substracting one when nine is to be added, and two when eight is to be added, was the shorter, and others claiming that the easiest method, and the one from which the greatest amount of mental discipline could be obtained, was the direct addition of eight or nine, without any reference to the radix. (We would be glad to see a statement, by teachers and accountants, of their opinion of the comparative merits of these two methods, given in the future numbers of the *Journal*; deeming mental discipline combined with the acquisition of useful knowledge, the end at which teachers should aim.)

Next, the subject of Intellectual Arithmetic was introduced, showing that *after* the preliminary training exhibited above, is the proper time to take it up in the class. Several simple examples were then given to the teachers, which were solved by individuals designated by the conductor of the exercise, after which he set forth the importance of having a clear and logical solution given of every question, the object of this branch of arithmetic being to induce correct reasoning, rather than to arrive at results.

A method was then given by which any number of *units*, plus one-half a unit, may be raised to the second power, as follows: Multiply the integral number by a number, a unit greater than itself, and add $\frac{1}{4}$ (or the second power of $\frac{1}{2}$) to the product. Thus $(3\frac{1}{2})^2=(3\times4)+\frac{1}{4}=12\frac{1}{4}$ $(4\frac{1}{2})^2=20\frac{1}{4}$, etc. The demonstration may be easily inferred by those who wish to use it. This may be applied in larger numbers ending with 5 units, thus $(3\frac{1}{2})^2=12\frac{1}{4}=12.25$, and by erasing the decimal points we have $35^2=1225$. The same is true of any number ending with the unit five.

Here the time expired, and the subject was discontinued. More anon.

Yours, PHONOGRAPH.

RIPON, *December*, 1858.

THE CROWN JEWELS OF THE CZAR.—The stones are of the largest and rarest kind, and the splendor of their tints is a delicious intoxication to the eye. The soul of all the fiery roses of Persia lives in their rubies; the freshness of all velvet sward, whether in Alpine valley or English lawn, in these emeralds; the bloom of southern seas in these sapphires, and the essence of a thousand harvest moons in these necklaces of pearl.—*Bayard Taylor.*

TARDINESS.

MR. EDITOR:—As you have requested teachers to give their experience in teaching, and as I have been in the business four winter terms before this, and always in rural districts, you will naturally suppose I have had some difficulties to encounter. And one of the greatest inconveniences in some schools is tardiness. I have seen various methods adopted, but they generally consume too much time to be practical in our large mixed schools of from sixty to seventy average pupils. I have hit upon a plan of my own invention, which I think as good as any I have as yet seen tried —both for convenience and dispatch.

I generally get to the school-house before sun rise—start the fires, and make, or try to make, the house comfortable. At precisely nine o'clock I ring the bell, allow three minutes to find seats, then write "Late" in large letters on the black-board. In the evening, before dismission, I call the names of the pupils, when those who were present when late was written answer present, and those who come in afterward answer *late*, which I denote by placing a , after the usual present mark, unless they have a good excuse. The last school day of each week I read off the "black marks" as the pupils call them, and the last day of the term I intend reading off the number of late marks each pupil has received during the term. I speak to them often on the importance of being punctual in all our doings —that tardiness shows an indolent disposition, and that indolent people never accomplish any thing in the world. H. W. SIGWORTH.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(*Continued from the January Number.*)

TAXES.

Q. If a district levies a tax, and it is collected by the Town Treasurer, to whom must he pay it?

A. It must be paid to the District Treasurer. In no case should it be paid to the Town Superintendent.

Q. If a town levies a school tax in addition to the tax levied by the County Board, to whom should such tax be paid by the Town Treasurer?

A. To the Town Superintendent, and by him it should be apportioned between the districts in proportion to their valuation by the assessor. The only moneys to be apportioned per scholar are those received from the State, and the school tax levied by the County Board, in accordance with the law, in order to entitle each town to share in the apportionment. All other moneys being, as it were, voluntary contributions, should be, as nearly as possible, refunded to those who have paid them in. It is recognized as the duty of the State to educate her children, and all the assistance given by the State, is given to scholars without any reference to taxation. The requirement of the law that the County levy at least half the amount, is only a means of increasing the State fund. When towns levy a tax, it should be paid to the districts composing the town, according to the valuation on the assessment rolls. This point is very generally misunderstood.

ALTERATION OF DISTRICTS.

Q. If on appeal it is decided by the State Superintendent that the alteration of a district was illegal, has the Town Superintendent the right to alter the district avoiding his former illegalities?

A. A decision of the State Superintendent applies to the case as stated, and if his objections are obviated, there is nothing, so far as the former decision is concerned, to prevent the Town Superintendent from changing the boundaries of the district.

Q. In case town lines are altered so as to run through districts, are the districts to be treated as joint districts?

A. In such cases the districts become joint districts by sufferance but as they were not erected by the action of two or more Town Superintendents, they are, at first, subject only to the Superintendent of one town—that is, each Town Superintendent can immediately re district his own territory, but if the Town Superintendent allow the matter to rest, it will become a joint district, the same as all other joint districts.

DUTIES OF OFFICERS.

Q. If a Town Superintendent annuls a teacher's certificate, does his contract become void?

A. It is a condition of the contract that the teacher shall keep his certificate good. Any failure to keep his certificate good, will work a forfeiture of his contract.

Q. Can a district report children from undistricted territory, who have attended their school?

A. There is no law authorizing such a course. It is upon the reports of the District Clerks that the apportionment is based; therefore, children in undistricted territory can not draw public money.

Q. Is a contract made with a teacher, who has no certificate, binding upon the district after he gets one?

A. It becomes binding by sufferance. If the district wish to repudiate such a teacher, they should take action at once, as any undue delay will be taken as waiving their objection. But a contract never should be made with a teacher who has not at the time a certificate of qualification.

Q. Is a Town Superintendent's decision binding, if an appeal be taken against it?

A A decision is always binding until it is reversed by the State Superintendent.

Q. Does not the fact that the Town Superintendent is elected to that office pre-suppose that he is qualified as a teacher?

A. It does not. He is selected to qualify others, and this does not qualify him. The law is imperative that he can not teach in his own town.

Q. Is a contract binding which requires the teacher to board around?

A. The Board can not thus bind the district. It exceeds their authority; but although such a clause is null and void, it does not necessarily make the contract void.

Q. When is a district legally organized?

A. When any two of its officers are elected and qualified. There is nothing in law requiring them to wait any term of years.

Q. Can a Town Superintendent declare a district unorganized?

A. The law never considers territory once districted as disorganized, for it makes no provision for such a case. If a district neglects to elect officers the Town Superintendent should call a special meeting for that purpose.

Q. Can a district locate their house on government land?

A. Such a location would never be advisable, but their is no law to prevent it. It is not necessary that the district should possess the tittle to their school-house site.

Q. Can a Clerk refuse to call a district meeting when requested so to do by five legal voters?

A. He can not, without subjecting himself to a fine for neglect of duty. The Clerk is not a judicial officer to decide upon the business proposed to be acted upon by a special meeting.

Q. Can a Town Superintendent fill any vacancy in a District Board?

A. He can, after the vacancy has existed for ten days, but not before.

Q. If the offices of Town Superintendent and Town Clerk, are both filled by the same person, and in case of difficulty, a district should call in the chairman of the Town Board and the Town Clerk, to assist the Town Superintendent, how would the spirit of the law be carried into effect, since the Town Superintendent holds both offices?

A. In case there was a disagreement between the Town Superintendent and the Chairman of the Town Board, the Town Superintendent should resign one of his offices, and have another person appointed, and not, by occupying a double position, obstruct the ends of justice, or even be in the way of what some might regard as the attainment of justice.

Compiled from the records of the Department, by

S. H. CARPENTER,

Assistant State Superintendent.

Home Department.

OLD HUNDRED.

If it be true that Luther composed that tune, and the worship of mortals is carried on the wings of angels to heaven, how often has he heard the declaration, "They are singing Old Hundred now." The solemn strain carries us back to times of the reformers—Luther and his devoted band. He, doubtless, was the first to strike the grand old chords in the public sanctuary of his own Germany. From his stentorian lungs it rolled —vibrating not through vaulted cathedral roof, but along a grander arch, the eternal heavens. He wrought into each note his own sublime faith, and stamped it with that faith's immortality. Hence it can not die. Neither men nor angels will let it pass into oblivion.

Can you find a tomb in the land where sealed lips lie, that have not sung that tune? If they were gray old men, they had heard or sung "Old Hundred." If they were babies, they smiled as their mother rocked them to sleep singing "Old Hundred." Sinner and saint have joined with

endless congregations where it has—with and without the pealing organ—sounded on the sacred air.

The dear little children, looking with wondering eyes on this strange world, have lisped it. The sweet young girl, whose tombstone told of sixteen summers—she whose pure innocent face haunted you with its mild beauty—loved "Old Hundred," and she sang it, closed her eyes, and seemed communing with the angels who were soon to claim her. He whose manhood was devoted to the service of God, and he who, with the white hand placed over his breast, loved "Old Hundred;" and though sometimes his lips only move, way down in his heart, so soon to cease its throbs, the holy melody was sounding. The dear white-haired old father, with his tremulous voice, how he loved "Old Hundred." Do you see him now, sitting in the venerable arm chair, his hands crossed over the head of his cane, his silvery locks floating off from his hallowed temple, and a tear stealing down his care-worn, furrowed cheeks, that thin, quivering, faltering sound, now bursting forth, now listened for in vain? If you do not, we do; and from such lips, hallowed by fourscore years' service in the Master's cause, "Old Hundred" sounds, indeed, a sacred melody.

You may fill your choirs with Sabbath prima donnas, whose daring notes emulate the steeple, and cost most as much—but give us the spirit-tones of the Lutheran hymn, sung by old and young together. Mothers have hallowed it; it has gone up from the bed of the saints. The old churches, where generation after generation have worshiped, and where many scores of the dear dead have been carried and laid before the altar, where they gave themselves to God, seem to breath of "Old Hundred" from vestibule to tower-top; the air is haunted with its spirit.

Think a moment of the asssembled company who have at different times, and at different places joined in the familiar tune. Throng upon throng—the strong, the timid, the gentle, the brave, the beautiful, the rapt faces all beaming with inspiration of the heavenly sounds.

"Old Hundred!" king of the sacred band of "ancient airs!" Never shall our ears grow weary of hearing, or our tongue of singing thee. And when we get to heaven, who knows but what the first triumphal strains that welcome us may be—

"Be thou, O God! exalted high!"

BURNS' CENTENARY.—Burns, writing to his earliest patron, Gavin Hamilton, in 1786, thus expresses himself: "For my own affairs, I am in a fair way of becoming as eminent as Thomas-a-Kempis or John Bunyan; and you may expect henceforth to see my birthday inscribed among the wonderful events of Poor Robin and Aberdeen almanacks, along with the Black Monday and the Battle of Bothwell Bridge."—See Lockhart's "Life of Burns," page 110.

SAINT GEORGE AND AMERIGO VESPUCI.

GEORGE OF CAPPIDOCIA, born at Epiphania, in Cicilia, was a low parasite, who got a lucrative contract to supply the army with bacon. A rogue and informer, he got rich, and had to run from justice. He saved his money, embraced Arianism, collected a library, and got promoted by faction to the Episcopal throne of Alexandria. When Julian came, A.D., 361, George was thrown into prison; the prison was burst open by the mob, and George was lynched as he deserved. And this precious knave became, in good time, St. George of England, patron of chivalry, and pride of the blood of the modern world. Strange that the solid, truth-speaking Briton should derive from an impostor. Strange that the New World should have no better luck—that the broad America must wear the name of a thief. Amerigo Vespuci, the pickle dealer at Seville, who went out in 1499 a subaltern with Hojeda, and whose highest naval rank was boatswain's mate in an expedition that never sailed, managed in this lying world to supplant Columbus, and baptize half the world with his own dishonest name. Thus nobody can throw stones. We are equally badly off in our founders; and the false pickle dealer is an offset to the false bacon seller.—*Ralph Waldo Emerson.*

THE RELATION OF THE SEXES.

STRANGE, and passing strange, that the relation between the two sexes, the passion of love, in short, should not be taken into deeper consideration by our teachers and our legislators. People educate and legislate as if there was no such thing in the world; but ask the priest, ask the physician—let them reveal the amount of moral and physical results from this one cause. Must love be always discussed in blank verse, as if it were a thing to be played in tragedies or sung in songs—a subject for pretty poems and wicked novels, and had nothing to do with the prosaic current of our every-day existence, our moral welfare? Must love be treated with profaneness, as a mere illusion? or with coarseness, as a mere impulse? or with fear, as a mere disease? or with shame, as a mere weakness? or with levity, as a mere accident? Whereas, it is a great mystery, and a great necessity, lying at the foundation of human existence, morality and happiness—mysterious, universal, inevitable as death. Why, then, should love be treated less seriously than death? It is as serious a thing.—*Mrs. Jameson.*

CHILDREN.

Come to me! Oh, ye children!
  For I hear you at your play,
And the questions that perplexed me,
  Have vanished quite away.

Ye open the eastern windows
  That look toward the sun,
Where thoughts are singing swallows,
  And the brooks of morning run.

In your hearts are the birds and the sunshine
  In your thoughts the brooklets flow,
But in mine is the wind of autumn,
  And the first fall of the snow.

Ah! what would the world be to us
  If the children were no more?
We should dread the desert behind us,
  Worse than the dark before.

What the leaves are to the forest,
  With light and air for food,
Ere their sweet and tender juices
  Have been hardened into wood,

That to the world are children;
  Through them it feels the glow
Of a brighter and sunnier climate
  Than reaches the trunks below.

Come to me! Oh, ye children!
  And whisper in my ear
What the birds and the winds are singing,
  In your sunny atmosphere.

For what are all our contrivings,
  And the wisdom of our books,
When compared with your caresses,
  And the gladness of your looks?

Ye are better than all the ballads
That ever were sung or said;
For ye are living poems,
And all the rest are dead.—*Longfellow.*

HYMN OF THE MARSEILLAISE.

The Marseillaise was inspired by genius, patriotism, youth, beauty, and champagne. Rouget de Lisle was an officer of the garrison at Strasburg, and a native of Mount Jura. He was an unknown poet and composer, he had a peasant friend, Dietrick, whose wife and daughters were the only critics and admirers of the soldier poet's song. One night he was at supper with his friends family and they had only coarse bread and slices of ham. Dietrick, looking sorrowfully at De Lisle, said, "Plenty is not our feast, but we have the courage of a soldier's heart; I have still one bottle left in the cellar, bring it my daughter, and let us drink to the liberty of our country!"

The young girl brought the bottle; it was soon exhausted, and De Lisle went staggering to bed; he could not sleep for the cold, but his heart was warm and full of the beating of genius and patriotism. He took a little clavicord and tried to compose a song; sometimes the words were composed first—sometimes the air. Directly he fell asleep over the instrument, and waking at daylight, wrote down what he had conceived in the delirium of the night. Then he waked the family and sang his production; at first, the women turned pale, and then wept, and burst forth in a cry of enthusiasm. It was the song of the nation and of terror.

Two months afterward, Deitrick went to the scaffold, listening to the self same music, composed under his own roof, and under the inspiration of the last bottle of wine. The people sang it every where; it flew from city to city, to every public orchestra. Marseilles adopted the song at the opening and close of its clubs—hence the name "Hymn of the Marseillaise;" then it sped all over France. They sung it in their houses, in public assemblies, and in the stormy street convocation. De Lisle's mother hearing it, said to her son—"What is this revolutionary hymn, sung by bands of brigands, and with which your name is mingled?" De Lisle heard it, and shuddered as it sounded through the streets of Paris, rung from the Alpine passes, while he, a royalist, fled from the infuriated peo-

ple, frenzied by his own words. France was a great amphitheatre of blood, and De Lisle's song was the battle cry.

There is no national air that will compare with the Marseillaise in sublimity and power; it embraces the soft cadences full of the peasant's home, and the stormy clangor of silver and steel when an empire is overthrown; it endears the memory of the vine dresser's cottage, and makes the Frenchman in his exile, cry, "La belle France!" forgetful of the torch, and sword, and guillotine, which have made his country a spectre of blood in the eyes of the nations. Nor can foreigners listen to it, sung by a company of exiles, or executed by a band of musicians, without feeling that it is the pibroch of battle and war.

RULERS OF THE WORLD FOR 1859.

Country.	*Name of Ruler.*	*Title.*	*From.*
Anhalt Bernberg,	Alexander Charles,	Duke,	1834
Anhalt Dessau Coet'n,	Leopold Frederick,	G. Duke,	1817
Argentine Confed.,	J. J. Urquiza,	Governor,	1853
Austria,	Francis Joseph II.,	Emperor,	1849
Baden,	Louis,	G. Duke,	1852
Bavaria,	Maximiliam II.,	King,	1849
Belgium,	Leopold I.,	King,	1841
Bolivia,	P. Linares,	President,	1857
Brazil,	Don Pedro II.,	Emperor,	1831
Brunswick (Duchy)	Louis William,	Duke,	1831
Buenos Ayres,	Don Alsinu,	President,	1858
Cabool,	Dost Mahommed,	Ameer,	
Chili,	Manuel Montt,	President,	1856
China,	Hein Fung,	Emperor,	
Cochin China,	Thieu-fri,	Emperor,	1841
Costa Rica,	Juan Raphael Mora,	President,	1856
Denmark,	Frederick VII.,	King,	1858
Dominica,	Pedro Santana,	President,	1858
Eucador,	Francisco Robles,	President,	1858
Egypt,	Said Pasha,	Viceroy,	1854
France,	Napoleon III.,	Emperor,	1852
Great Britain,	Victoria I.,	Queen,	1837
Greece,	Otho I.,	King,	1833

Country.	*Name of Ruler.*	*Title.*	*From.*
Guatemala,	Rafael Carrera,	President,	1851
Hanover,	George V.,	King,	1851
Hayti,	Faustin I.,	Emperor,	1852
Hesse Cassel,	William I.,	Elector,	1847
Hesse Darmstadt,	Frederick William I.,	Elector,	1847
Hesse Homburg,	Ferdinand Henry,	L'grave,	1848
Holland,	William II.,	King,	1849
Honduras,	Santo Guardiola,	President,	1856
Liberia,	Stephen A. Benson,	President,	1856
Lichtenstein,	Alois Joseph,	Prince,	1836
Madagascar,	Ranavalano,	Queen,	
Mecklenberg Strelitz,	C. George Frederick,	Grand Duke,	1811
Mecklenberg Schwerin,	Frederick Francis,	Grand Duke,	1842
Mexico,	F. Zuloago, Church,	President,	1858
	Benito Juarez, const.,	President,	1858
Modena,	Francis Frederick,	Duke,	1846
New Grenada,	Mariano Ospina,	President,	1856
Oldenberg,	Nicholas T. Peter,	Grand Duke,	1853
Paraguay,	C. Antonio Lopes,	President,	1841
Parama,	Robert I.,	Duke,	1854
Persia,	Nesser-ad-Din,	Shah	
Peru,	Ramon Castilla,	President,	1858
Portugal,	Don Pedro V.,	King,	1853
Prussia,	Frederick William,	Regent,	1858
Reuss Elder Line,	Henry XX.,	Prince,	1836
Russia,	Alexander II.,	Czar,	1855
Sandwich Islands,	Kamehameha IV.,	King,	1855
San Salvador,	D. M. Sant'l Castillo,	President,	1858
Sardinia,	Victor Emanuel,	King,	1849
Saxe Coburg Gotha,	Ernst II.,	Duke,	1844
Saxe Altenberg,	Ernst Frederick,	Duke,	1853
Saxe Weimar Eisen,	Carlos Alexander,	Grand Duke,	1853
Siam,	Phra Bard Klau,	1st King,	
	Phra Pin Klau,	2d King,	
Society Islands,	Pomare I.,	Queen,	
Spain,	Isabella II.,	Queen,	1832
States of the Church,	Pius IX.,	Pope,	1846
Sweden and Norway,	Oscar I.,	King,	1844
Swiss Republic,	Jean J. Stehlen,	President,	1858
Turkey,	Ab dul Medjid,	Sultan,	1839
Tuscany,	Leopold II.,	Grand Duke,	1824

Country.	*Name of Ruler.*	*Title.*	*From.*
Two Sicilies,	Ferdinand II.,	King,	1830
United States,	James Buchanan,	President,	1857
Uruguay,	Gabriel A. Pereira,	President,	1858
Venezuela,	Julien Castro,	President,	1855
Waldeck,	George Victor,	Prince,	1845
Wurtemburg,	William I.,	King,	1816

The *Almanach de Gotha* contains the names of forty-seven Emperors, Kings, Princes, Grand Dukes, and Dukes reigning in Europe, as well as the Emperor of the Brazils. The oldest of the sovereigns is the Grand Duke of Mecklenburg Strelitz, who was born the 12th of August, 1779; and next to him the King of Wurtemberg, born on the 27th of September, 1784. The Prince who has had the longest reign is the Prince of Schaumbourg-Lippe.

LETTER FOR THE LITTLE FOLKS.

My Dear Young Friends:—It has been a long time since I have written you a letter, but I have not forgotten you. You are now hard at work in school. Your fathers and mothers are busy every hour, that they may be able to furnish you with suitable clothing and books. How happy you can make them by *improving your time. Never be late at school.* I never knew a boy or girl, who was late at school, without a good excuse, that made good progress in study. I have known a great many who have become very bad men and women by playing by the way when sent to school.

If I should go into your school-room, I believe I could pick out the tardy scholars by their looks. They are staring about the room, wishing night would come. They are not as neat as those who were in their places in good season. Their faces and hands are dirty. Their hair is not nicely brushed. Their clothes are torn. Their mamas fixed them nicely before they left home, but they found some bad boys and girls by the way, with whom they stopped to play, and in so doing soiled their faces and hands, and tore their clothes. They feel guilty, and show it. They know that they have been *stealing*. But I hear one little fellow cry out "*stealing!* I never did such a thing in my life." Now, my little fellow, listen to me a moment, and I will explain what I mean by *stealing*. Perhaps

you do not take money, or apples, or cake, from your schoolmates without their consent, but do you not take their *time?* Is not *time* as valuable as *money?* You came in late this morning. There are thirty scholars in the school. It would take you at least one minute to get to your seat and get your books ready to study. During this time the other scholars can not study because of your noise. You have then taken from them *one minute each* or *thirty minutes* in all. Have you not *stolen half-an-hour?* But this is not all. There is little Charlie, who finds it so hard to keep his mind on his books; he is so full of play. Just as you came in he had gotten fairly interested in his lesson, and would have learned it in a little while without interruption. Your noise has broken the charm. The little fellow must lose all the rest of the day, because now his eye is off his book, he sees so much to laugh at, he can not study any more. You have stolen part of a day from him. Your teacher must stop frequently to speak to Charley, and in doing so take him from his classes, and so you continue *stealing* all day.

But the most of all is; you have been robbing yourself. You lost the reading of the Bible, and the prayer in the morning. You lost a half hour's study or more. If your recitation came first, you robbed yourself of the instruction you might have had. You robbed yourself of *self-respect* and the respect of others.

I do not wish to charge you unjustly; but tell me honestly, my little friend, have you not taken time from others which was not your own? Is not that a kind of *stealing?*

This letter is for such as are late at school without a *good excuse.* Next month I will tell you what a *good excuse* is. Your friend,

PLATTEVILLE, *Dec.*, 1858. ONE WHO LOVES CHILDREN.

A COTEMPORARY OF BURNS.—A Scotch journal says: "Another of the contemporaries of Burns, has been gathered to his fathers. James Neil died recently at Hurlford, aged 90 years. He had many reminiscences of the bard, which he was accustomed to relate with great glee. Among others we may mention the following: They were plowing together at a match on the Struther's farm here. Among the prizes was one for the best kept harness. Burns excited the mirth of the field by appearing with a straw harness, and the judge awarded him the prize for his ingenuity, Throughout the whole day Burns kept calling to the boy who aided him. "Scud on! scud on, Davie! if we be wurst, w'ell not be last.'"

Editorial Miscellany.

The annual report of the Superintendent of Public Instruction, Hon. L. C. Draper, is now before us, and we give extracts showing the number of children in the State, school attendance etc.:

"*Number of Children.*—The whole number of children reported between the ages of four and twenty years, adding for Dunn County 421, the same as last year is 264,078—showing an increase over last year of 22,533. Last year's increase over the year preceding was 27,649; so this year exhibits a less increase by 5,126 than its predecessor. It may astonish not a few to learn, that according to the most recent statistics at command, only the States of New York, Pennsylvania, Ohio, Illinois, and Indiana—and in this relative order—surpass Wisconsin in their number of reported children of school age.

"*School Attendance.*—Last year the total number of children of school age was 241,545, of which 153,613 attended school. This year, out of 264,078, there has been a reported attendance of 167,110—thus showing that last year there were 87,932 children in the State who did not attend school, and 96,968 of the same class this year. Some of these reported as non-attendants at the public schools have attended private schools, academies, and colleges, while ill health and other causes have prevented the attendance of others. Still, after making all other reasonable deductions for these causes, it will be found that about *one-third* of all our youth of school age are not availing themselves of the benefits of the education provided for all. This is to be lamented. Yet even this is s a decided improvement, since the organization of the school system of the State; for the First Annual Report of this Department exhibited, in round numbers, only 32,000 out of 70,000 children as attending school—considerably less than half.

"*Number of Districts.*—The number of separate districts in the State is 3,181, and 1,566 parts of districts, which form joint districts—and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181, giving a grand total of 3,807 districts. Last year there were reported 3,018 districts, 1,360 parts, or 544 joint districts, making altogether 3,562 districts.

"*Number and Value of School-Houses.*—Nine years ago, when the first School Report was made, 674 school-houses were reported, nearly one-half of which were of log construction; last year the total number was 2,945; this year 3,482, of which something over one-third are logs—increase of school-houses over last year 537.

"The total valuation of the school-house property of Wisconsin nine years ago,

was $75,810 75; last year, $863,478 49; this year, $1,127,191 67—increase in valuation since last year, $263,713 20.

"*Teachers' Wages.*—Nine years ago, the average of wages paid to male teachers per month, was $15,22, and to female teachers $6,92; last year to male teachers $24,60, and to female teachers $15,16; and this year to male teachers $27,02, and to female teachers $14,92—an increase on male teachers of $2,42, and a decrease on female teachers of 24 cents."

The report is an able and very interesting document, and we shall comment further on its suggestions and statements in our next issue, being *precluded at present for want of room.*

CHANCELLOR BARNARD, who was expected here on the first of January, has written that important business will prevent him from leaving Connecticut before the last days of January, and that he may be expected to arrive in Madison about the first of February. His inauguration is set down for the 8th instant, and an interesting time is confidently anticipated. We give this month the biography which we promised, from which our readers will learn that he is a most valuable acquisition to our corps of educators.

EXCHANGES, MAGAZINES, ETC.—*Moore's Rural New Yorker.* We heartily commend this well-known agricultural, literary, and family journal to our readers. We consider it the best paper of its class with which we are acquainted. We copy a portion of its prospectus for 1859, and feel assured that the promises therein made will be amply fulfilled:

"The Tenth Volume will be printed and illustrated in superior style, while the Contents will vie with its improved appearance. All who desire a paper which ignores trash, humbug, and deception, and earnestly seeks to promote the best interests, and Home Happiness of its myriad of readers in both town and country, are invited to try the model *Farm and Fireside Journal.*

FORM, STYLE, AND TERMS.

The *Rural New Yorker* is published weekly, each number comprising Eight Double Quarto Pages. An index, title page, etc., is given at the close of the volume.

Terms, in advance.—Two dollars a year; Three copies for $5; Six, and one free to club agent, for $10; Ten, and one free, $20; Thirty-two, and two free, for $40 (or 30 for $37,50), and any greater number at same rate—only $1,25 per copy. Club papers sent to different post offices, if desired. Address:

D. D. T. MOORE, Rochester, N.Y.

Emery's Journal of Agriculture and Prairie Farmer.

This wide awake journal commences its second year under favorable auspices and promises to become a first rate farmer's paper. It is issued weekly, and furnishes a large amount of interesting and useful information.

Terms, in advance.—One copy, per annum, $2; Three copies $5; Six copies

$10; Ten copies (and one to the getter up of the club) $15. The publishers also give several premiums to those sending the largest list of subscribers. For particulars send and get a copy. Address:

EMERY & CO., 204 Lake Street, Chicago.

MADISON PAPERS.—To accommodate those of our readers who would like to take a paper published at the capital of the State, we have made arrangements by which we are enabled to furnish the Weekly ARGUS AND DEMOCRAT, STATE JOURNAL, or WISCONSIN PATRIOT, with the *Journal of Education*, for $2, a year. As the subscription price of these papers is $1,50, each the *Journal of Education* cost the subscriber but fifty cents.

MATHEMATICAL DEPARTMENT.—We have been obliged to omit this department this month, but will endeavor to do it justice in our next issue. We have solutions of several problems, also some new problems, on hand, still our friends will please to send on their favors, and we will attend to them as soon as possible.

TEACHERS' ASSOCIATION.—A County Teachers' Association was formed at the Village of Friendship, in Adams Co., in October last, and a report of the proceedings has just reached us, with a request for publication. It is impossible to comply with the request in the present Number, but we will attend to it in the next. We also have a report of the proceedings of a teachers' meeting in Clarno, Green Co., which must be put over till next issue.

NEW ADVERTISEMENTS.—Our readers will notice the advertisement of new and valuable books in this Number, by James Challen & Son, Philadelphia.

"THE CITY OF THE GREAT KING"—"PALESTINE PAST AND PRESENT" & "THE CONQUEST OF MEXICO," are interesting and very attractive works, uniform in size and style of binding, and are afforded at prices to suit the times. They will be forwarded by mail or express, prepaid, at 25 per cent below the retail price.

W. B. Smith & Co. have one new page this month, and Hickling, Swan, & Brewer have two pages, setting forth the merits of Worcester's Quarto Dictionary and Pronouncing Spelling Book. Though Webster is the acknowledged standard in orthography and orthoepy in this State, yet a large proportion of the best educated men of New England have never adopted his peculiarities, and it is believed by many that Worcester's work is in some respects decidedly superior to Webster's. At any rate, every scholar will wish to possess both works, that he may compare them, and adopt that one as a standard which shall, on the whole, prove to be most in accordance with the practice of our best speakers and writers.

Just as the form was going to press, we received an advertisement of Milton Academy, which our readers who have sons or daughters for whom they wish better advantages than they can give them at home, will do well to read. Situated

in the beautiful village of Milton, in Rock County, on the line of the Milwaukee and Mississippi Rail Road, in the midst of an intelligent and Christian community, and presided over by faithful and accomplished instructors, this Institution presents many inducements to those of our youth who seek instruction, to enter its halls devoted to science and art.

The Farmers' High School of Pennsylvania will be opened on the third Wednesday in February. Students must be sixteen years of age. Applications for the admission of one hundred students from the different counties of the State, in proportion to their taxable inhabitants (ratio 5,796), will be received up to the 15th January.

[When shall we have one in our Wisconsin.—Ed.]

BERLIN.—The *Courant*, in remarking upon the close of the fall term of the High School in that place says:

"We are happy to able to express the prevalent opinion, that this school is improving and progressing remarkably well, and are glad to see the hearty and growing interest in its prosperity and advancement, manifested by the parents and guardians of the scholars and the community in general."

Rev. Mr. McIntire is principal of the school.

FOND DU LAC.—A High School has been organized in this city, and has commenced operation with over seventy pupils. C. E. Johnson, principal.

NEW YORK CITY.—From the report of the Snperintendent we learn that the public schools of the city and county of New York comprise a Free Academy for the collegiate education of boys; four normal schools for the training of teachers, 57 ward schools, including 51 grammar schools for boys, 49 grammar schools for girls, and 55 primary departments for both sexes; besides 35 primary schools; 42 evening schools—23 for males and 19 for females—10 corporate schools, 1,400 teachers are employed in these schools, of which number 1,200 are females. The expenses of these schools the past year was $1,166,256,99. An advance in both grade and scholarship beyond last year is reported. Also, in the male departments of the grammar schools the classes were found "decidedly inferior" in proficiency and advancement to those in the female departments.—*Exchange.*

HARRISBURG, SAUK CO.—A teachers' meeting was held in this village on the 8th ult., Rev. Benj. Jackson presided, and Joseph Lester acted as secretary.

During the meeting the following questions were discussed: What is the best method of commencing school? Should teachers have a regular code of rules? What is the best method of teaching the common branches? The subjects of

of government, school visitation by parents, and the duty of a Town Superintendent to license only such persons as can produce certificates of good moral charac ter, were also discussed.

After appropriate closing remarks by D. V. Crandall, R. Londsdale, and the Chairman, the meeting adjourned to meet at the school-house, on Cassell's Prairie, on the 29th ult.

GRANT COUNTY INSTITUTE.

PLATTEVILLE, *Jan. 3d*, 1859.

MR. EDITOR:—Our County Institute has just held its winter session. In spite of storm and slippy roads, a goodly number were in attendance. We spent four days together very pleasantly, and I trust very profitably.

Prof. D. Parsons and lady, of Tafton Collegiate Institute, B. C. Rogers, of Milwaukee, H. W. Palmer, of Lancaster, and J. L. Pickard, of this place, took leading parts in instruction. Addresses were delivered by Rev. A. M. Dixon, of Tufton, and B. C. Rogers, of Milwaukee.

S. Page, of Lancaster Institute, presided over our deliberations.

Discussions upon interesting topics were participated in by nearly all present.

The principal topics discussed were: Suppression of communications in schools. Propriety of teachers attending public balls; Use of tobacco by teachers; Extent of responsibility of teachers. etc., etc.

The spring meeting will be held at Hazel Green.

Interest in common schools is increasing throughout this county. P.

The friends of education in Grant Co. are wide-awake in the cause of education. In addition to the County Teachets' Association, from which we have so good an account, they have several local associations. In November last the "Platteville Teachers' Association," was organized. Permanent officers were elected as follows: Hamner Robbins, President; L. M. Crist, Vice-President; E. Leach, Secretary; A. McFall, Corresponding Secretary; A. Rewey, Treasurer.

The meetings of the Association are held on the 3d Saturday of each month.

The tax-payers of New York are assessed $1,744,395,71 for the support of Common Schools for the year 1858. This is nearly one-quarter of the whole tax.

HORICON.—We learn from the *Argus* that the examination at the close of the Union School, in that place, passed off in a very satisfactory manner. The examining committee consisted of Hon. Chas. H. Larabee, Revs. H. M. Robinson and J. Delany, C. D. Davis, and W. H. Butterfield. We quote the following from their report:

"The school has fully maintained the character which it has so justly deserved There has been no abatement of substantial progress in any department, while we have witnessed evidence of more than usual improvement. The examination of Mrs. Hargrave's department of little ones showed that there had been no falling

off in the successful management of her difficult charge. Here is being well laid the foundation of that educational structure which is to succeed in the higher classes of the school.

"We observe a marked improvement in the management of Miss Daggett's department. It is governed with an ease that attests a mutual confidence between pupils and teacher, which, as it always must, has produced the best results. The good will of pupils is the best of ground in which to implant the seeds of science The proofs of such implantation is quite evident in Miss Daggett's classes.

"It is sufficient for us to say that the classes under the immediate charge of Mr. Pickett and Mrs. Pickett have in no way fallen behind that degree of advancement which might be well expected from previous examinations.

"The highest class, which, during the past term, has for the first time pursued Physical Geography, Natural Philosophy, and Geometry, has made a commendable beginning in those branches.

"We were pleased that so much attention had been devoted to vocal music, in all the departments of the school, and with results so satisfactory."

UNPRECEDENTED SUCCESS. We are glad to learn that the *Atlantic Monthly* is meeting with great favor from all sources. Though the publishers printed nearly *thirty thousand* copies of the January number, this large supply was entirely exhausted on the very day of publication, thus compelling many new subscribers and others to wait a few days, but with their present facilities they will be able to supply the demand, however large it may be. Their subscriptions, received by mail alone, from all parts of the country, have averaged more than one hundred a day for some time past. Mrs. H. B. Stowe's new serial, "The Minister's Wooing," is immensely popular, as indicated by the success which is thus attending the enterprising publishers efforts to make the *Atlantic* the embodiment of all that is entertaining and instructive.—*Boston Traveler.*

MADISON.—The friends of education in this city have organized a Public School Association, the design of which "Is to awaken a deeper and more lively interest in behalf of the public schools—to create a public sentiment, which shall more correctly estimate their importance, and to co-operate with those who have their interests more especially in charge, in such a manner as to secure the highest advantages of a 'Free School System.'

"It is proposed to furnish the citizens of Madison with a series of weekly lectures, upon such topics as may be best calculated to benefit all who hear them."

Wm. Hough, Esq., is President of the Association.

A Grecian Doric column and statue is about to be erected at Cromarty, Scotland, to the memory of that true geologist and brilliant writer, Hugh Miller.

DIED—At her cottage called Bridgehouse, on the banks of the Doon, near Ayr, Scotland, Dec. 14th, Mrs. Isabella Burns Begg, the youngest sister of the poet,

and the sole surviving member of that family circle, of which Robert Burns was the eldest child. Mrs. Begg was born at Mount Oliphant, near Ayr, on the 29th of June, 1771, and had she lived till her next birthday, would have completed her 88th year. She was the seventh child and third daughter of William Burns and Agnes Brown, the members of whose family we may mention in the order of their age: Robert, Gilbert, Agnes, Anabella, William, John, and Isabella About the year 1794 or 1795 she was married at Mossgiel, Mauchline, to John Begg, who was accidentally killed at Leshmahagow in 1813, and whom she thus survived for the long period of 45 years. Mrs. Begg leaves two unmarried daughters, who resided with her at Bridgehouse.—*Church Record.*

The American Phrenological Journal. Devoted to Phrenology, Human Nature, Education, Self-improvement, Biography (with portraits), Mechanism, and the Natural Sciences. Monthly, at One Dollar a year, in advance.

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THE

Wisconsin Journal of Education

VOL. III. MARCH, 1859. NO. 9.

TOPICAL RECITATION.

It has been said that a man accomplishes most when he works in his own way; it may also be said, with equal truth, that no man can become very successful in any profession, simply by imitation. A man that has no method of his own, in the performance of any business, ought not to be in any business that requires especial method. I would not, by any means, ignore the counsel, advice, and methods of others, for it is our privilege and duty to profit by the experience of those who have gone before us, or are contemporary with us; I simply mean, that the man who is not able of himself to devise methods of action, equal to the circumstances in which he may be placed, occupies a position too high for his administrative and executive power.

This is equally true of the teacher; he works best when he works in his way, but if he has no definite method of instruction and management, as is the case too frequently, he is not fit for his profession. The difficulty is not so much in the use of poor systems and methods by our teachers, as in the *absence* of all *system* and *method*. The successful management of a school depends upon various particulars, of which that of *recitation* is, perhaps, the most important. My purpose is to discuss, more or less fully, the advantages of "Topical Recitation."

1. Before entering upon this discussion, it may be well to consider, briefly, the object of school education.

That old Latin proverb, "We *eat* that we may *live*, not *live* that we may *eat*," is rich in meaning; it is the key that unlocks the true science of enjoyment in physical life. Changing it a little as follows: "We *learn* that

we may *live* not *live* that we may *learn*," it expresses a higher, nobler truth, and becomes a key that may unlock the true science of *life intellectual, of life* in its highest sense. Knowledge is the true food and nourishment of life. To get knowledge is the first object of life; to get gain is an object as much inferior as money is inferior to wisdom and learning. The object of school education, in a broad sense, then, is to prepare for life. School education, properly understood, embraces something more than a mere memorizing of a few rules in arithmetic and grammar. It is not the gathering in to the mind of facts dry, promiscuous, and disconnected, that constitutes school education, nor is it the repeating of the *answers* to the set questions of the text-books, but school education is but another name for mental discipline.

2. Do our schools secure to the scholars that real mental discipline which they should? This is a question that the managers and reformers of our educational system ought to consider. A little examination of this question will show that for various reasons the schools of our State are not accomplishing, fully, the work that may justly be expected of them. Many of the causes of this failure in our schools are not under the control of the teachers; some of them are, among which are *recitations*. The daily exercises of recitation in the different studies of school, are the most important with which the teacher has to do. In this direction should be put forth his greatest exertions, for the profitableness of his school will, in a great degree, depend upon the way in which he manages the recital of lessons. To hear pupils "say their lessons," meaning a parrot repetition of the words contained in the answers to fixed questions, is at once nonsensical and absurd; nonsensical because so little is gained in the *right* direction, and absurd, because actual faults and bad habits are acquired in a *wrong* direction. It is not *words* merely that scholars should study, but *ideas*. What matters it to us, now, what was the precise language of Newton when he proclaimed the great law that governs the universe? We have the idea, and can clothe it in language perhaps superior to the original. To ask scholars simply the questions in the book—a plan too commonly pursued—and being satisfied with merely the words of the answer, found, it may be, in a particular part of the page, is but a superficial system of memorizing and farcical word-drilling, and is most deleterious in its effects upon the pupils. It is confining, narrowing, contracting the naturally growing and expanding capacities of the mind, within the limits of one man's language; it regards knowledge as well nigh useless unless it is clothed in the language, however morbid it may be, of a particular book, and the pupil will confess he knows nothing about any subject in question, unless he can repeat the words of his text-book. He has been taught to use a certain set of words to express certain truths; if those words escape from his memory his knowledge seems to go with them. This old method of "book-question and answer," also checks inventive power, originality, and general mental activity. Scholars come to think that all learning has

been put forth by certain wise men, authors of the books, in a way and in language that it would be a sin to think of changing. They take the statements of the text-book as perfect law, *literatim et punctuatim;* hence they seldom think of questioning the correctness of the book, or of asking the *why* of any rule, or of finding any better explanation or illustration than that of the book. Besides, if any pupil should be so presumptuous as to ask the reason of any rule, in many cases the answer would be "the book says so, and that's enough." Thus the mind of the pupil, instead of expanding by the exercise of its native investigating power, is kept drilling upon the words of the book, which, perhaps, he does not comprehend any more than he would so much Greek. He memorizes his text-book, hurries over its pages, hastens on to the higher branches, soon finishes his school days, and enters upon business, and is surprised and chagrined to find how little his school education amounts to.

Why is it that our country turns out so few superior scholars, abounding as it does in schools free to all? Whatever answer may be given to this question, the fact of inefficient and misguided instruction to youth, is a cause mortifying to all teachers. There is not so much difference between the mental capacities of youth as many suppose, and the diversity of talent, as seen in after years, is much more the result of circumstances than most persons are apt to imagine. The saying that "circumstances make the man," contains, at least, much truth, and these circumstances, so far as they relate to the school-room, are to a great degree, subject to the will of the teacher. If he allows the school-room to become dull and repulsive by monotonous recitations and confused instruction, the scholars, with, perhaps, a few rare exceptions, whose native mental power can not be curbed, partake of the same monotonous dullness in all their exercises; then minds, of necessity, act sluggishly, inaccurately, and not independently. A little life and animation thrown into recitations, by adopting such a course as would require the pupils to do the work, and thereby promote quickness of thought, accuracy and originality of expression, and a readiness to criticise, accompanied by a genial and cheerful attentiveness of the class, would do more toward elevating the character of many of our schools than all the book questions and endless talkings about "order" put together.

3. A varied experience of several years in teaching, has taught me that "Topical Recitations," with such variations and modifications as different grades of scholars require, contribute more than any other method toward raising up a high standard of scholarship, and making scholars generally more thorogh, more practical, more self-relying, and better prepared to enter upon the business pursuits of life. This method is not new and simply theoretical, for it has been practiced for years in many of the best schools of our country, and is generally approved, since it makes more independent teachers and better scholars.

The following is a general outline of a "Topical Recitation. The teacher comes before his class, made, by previous study, so familiar with the

subject of the lesson that he needs no book; he assigns to each member of the class a topic, a certain portion of the lesson, and the scholar, standing, gives the substance of that portion, without question, and in his own language, subject to corrections, first by the class, as a body of critics, and then by the teacher, as judge; or, instead of assigning a definite part to each one of the class, the teacher calls on one to begin the lesson, appoints another to serve as special critic, and requires another to take up the subject at the point where the first is stopped; each member is called in the same way, without knowing *when* he is to be called. In all cases the teacher records, in his class-book, the character of each scholar's recitation, not excepting the critic, who is marked according to the accuracy with which he has performed his duty. This method of teaching can be variously modified, so as to secure, at all times, life, and animation in the class—"a consummation devoutly to be wished." That this method can be adopted fully and with equal success in primary schools is not claimed, though some of its main features can be used there as well as in grammar schools, high schools, or academies.

Objections have been made to this method of teaching, on the ground that it requires so much of the teacher's time out of school, to prepare himself to appear before his classes as indicated above! The method presupposes that the teacher loves his business, and that he loves to prepare himself to do that business in the best possible manner; such being the case he would not consider the time lost that he devotes to a preparation for the duties of the school-room.

It remains to consider at some future time, the principles upon which this method is based, and the advantages arising from it.

FOND DU LAC E. C. J.

THE MEDIATORIAL OFFICE.

BY GEORGE D. HUNT.

MUCH is said and published about the qualification of teachers, and the proper management of schools; and the idea appears to prevail that the work of education depends for success wholly upon them. This shows but a limited conception of the matter. The importance of good teachers and good regulations in schools I will not disparage. But I boldly declare that too much dependence is placed upon them. We have teachers' institutes and normal schools; but too many of those who have been trained in these are not elsewhere suitably appreciated and encouraged. The

teacher's work is performed mainly in the recitation room. Outside of this his merits are not always understood. He is often censured and criticized by persons who are ignorant of both school matters and the disadvantages under which he labors. The task of conducting lessons and otherwise imparting instruction is sufficiently onerous for one person. And when a heavy task of discipline is superadded to this, it is not strange that many teachers make great failures. While in his official capacity there should be a power to which the teacher is amenable, and by which he is sustained. This is the mediatorial office, the business of school trustees and boards of education. They are mediators between the teachers and the public, for whose children they labor. An important part of their duty is to reconcile the public to the best policy in school.

Persons not engaged in teaching can awaken the public to the subject of education without the charge of begging patronage. They also can best conciliate the common people in regard to the operations of the school. Those who are the most in need of education are the most liable to be dissatisfied with the policy of schools; and hence originate the numerous conflicts between teachers and ignorant and unwise parents. These conflicts are among the greatest annoyances incident to the profession. The fact of the teacher's efforts not being appreciated is another great hindrance to the success of education. Teachers are thereby discouraged and disgusted with the profession, and led to abandon it for a more lucrative and less vexatious employment. These evils can always be removed, or, at least, much mitigated by vigilant and attentive school officers. They are as much needed as good teachers, and their proper qualification is next in importance. They very much aid the teacher, and render the school more efficient. Schools result in failures oftener from the delinquency of trustees than for want of good and attentive teachers.

A parallel is found in church economy. There, good deacons are as much needed as good ministers. Many churches, after calling good ministers to their pastorship, do not prosper because they have not deacons competent for their office, and all the members are indifferent to this matter, and impose the whole burden of sustaining the church on the pastor. And because the church is not blest under his preaching, he is charged with inefficiency. This is unjust and unfair.

The proper qualification of school officers (directors or trustees) is next in importance to that of teachers. They should make themselves acquainted with the best school policy, and they should know how to estimate the merits of teachers, and to make allowance for circumstances under which they labor. Above all things, they should strive to make the teacher's efforts accomplish as much as possible for his charge. They should frequently inspect the school, counsel with the teachers, parents and guardians, and pupils too. They should always attend at the commencement of a school, and see how the teacher begins his operations. What farmer, when he employs a "hand" to plow for him, does not at the outstart see

that the team is properly rigged, and the plow in order; and then go with him to the field to witness his commencement, and render him some aid in beginning? Perhaps he accompanies the plowman during a few rounds, till the horses are fairly "broken into" the work. From time to time he goes to see how the work progresses. Trustees and parents should manifest no less interest in the commencement of a school.

Outside indifference and pragmatic interference are among the greatest obstacles to the success of schools. A few words of admonition from the school officers will awaken interest and silence interference, often, much better than any defense or apology by a teacher. If there be just cause of complaint, they are the proper persons to remove it. It will be asserted that in many places persons are not to be found who are acquainted with school economy so as to be fit for trustees or boards of education. Then it is their duty to inform themselves. And this any person can do; and surely it is for their interest. If they only give countenance and encouragement to the teacher, they will aid him much.

READING.

WHAT branch of education is more neglected than reading? There is no literary treat so great as to listen to good reading of any kind. Not one in a hundred can read so as to please the ear, and send the words home with gentle force to the heart and understanding. An indistinct utterance, whines, drawls, nasal twangs, guttural notes, hesitations, want of proper spirit-emphasis and inflections, and other vices, are almost universal. Why it is so no one can say, unless it be a lack of instruction and training in our schools—a failure to give a correct impulse to the elocutionary powers of the pupil. Many a lady can sing an Italian song with considerable execution, but can not read English passably. Yet reading is by far the most valuable accomplishment. If an article is to be read in the drawing-room, it is discovered that no one can read it properly. One has weak lungs, another gets hoarse, another chokes, another has an abominable singing, another dashes along, rumbling like a clumsy wagon on a pavement, and another has such a style as seems to proclaim that what he reads is of little consequence, and proclaims also his want of efficient training.

There are hundreds of teachers who are very indifferent readers, and hundreds more who can read well themselves, but do not understand how to *teach* reading properly and critically. They read too little for their pupils, and fail to point out to them their faults—to point out the difference

between good and bad, or indifferent reading. As well might a person be expected to make proficiency in vocal music, without having his teacher sing, or a child to learn to talk without hearing its parent speak, as to expect the pupil to learn to read with ease and consistency without an example to listen to.

KENOSHA, *Feb.* 1859.

L. L.

SOME OF THE THINGS WE TEACH CHILDREN.

BY MISS HELEN M. CULVER, OF CHICAGO.

THE character of Illinois's hundred thousand school children is waiting our impress. What is the coin we have to stamp?

The soul of a child is ever likened to an unsullied page, to a sweet opening rose, to the still waters of a calm, pure lake, to plastic clay in the hands of the potter—in fact, to almost every thing that symbolizes docility, innocence, and purity. Yet we who deal much with children sometimes find these sweet roses nothing more than poppies after all, and the still waters stagnant, and the plastic clay with an innate tendency toward uncouth and fantastic shapes, and the unsullied page likely to remain spotless for aught we can do toward making any lasting impression upon it. Indeed, spite of ourselves, children do some times remind us that the blood of Cain, and Nero, and Caligula, still flows in their veins, warring with their nobler heritage from Columbus, Milton, Howard, and Adams.

I would not tarnish the fair fame of childhood. I believe, with St. Paul, that "man is made but a little lower than the angels;" and yet some times feel with Jeremiah, that the "heart is deceitful above all things, and desperately wicked."

The child is many-sided, and responsive to the slightest touches. How do we deal with this complex nature of childhood? Do we deepen and strengthen, and broaden every proclivity toward the good and true? Do we curb and smother the protean shape of evil that lurks in every heart? Are the life-lessons we are imparting such as we can look back upon with satisfaction when we review our life's work? These are questions we should not evade, but answer unbiasedly.

Let us glance at some of the lessons (they are much the same in town and hamlet) we are teaching to thousands of children in this fair, broad State. Let us see if they are adapted to the eager, enthusiastic nature of childhood? Let us see if they are adapted to the rearing of worthy citizens of a free republic?

The little untaught urchin enters school for the first time some sunny Monday morning, eager, expectant, wondering. The teacher greets him with a "good morning," shows him where to hang his cap, gives him a seat and tells him to sit very still. For the first half-hour he is all-observant of the operations of the school—eyes and ears do good execution, he is greatly interested; but by-and-by his little limbs, which have never known rest save in slumber, begin to grow weary, and he very innocently thinks he will take a run out in the open air, and leisurely starts for the door, when, lo! teachers and pupils stare at him as though he had committed one of the seven deadly sins. He slinks back to his seat shame-faced, and never again tries that resource to rest his aching body. Again he sits still, fearing to stir for a length of time, to him interminable, when he ventures, timidly, to ask his next neighbor how long he must stay there; and again those terrible looks are upon him, and he cowers down into his seat, trembling at the crime he has committed. But childhood is elastic, and he soon regains his equanimity; and he begins to think of his swing at home, and his rocking-horse, and the birds, and the green fields, and the berries, and longs to get away into the free air. He gazes wistfully at the door-way, but dares not again venture to cross that rubicon. This is repeated for many a weary, weary day. It is his earliest school-lesson of listlessness and idleness. These habits are so grounded. so thoroughly rooted in the natures of children in our primary schools, and by primary discipline in district schools, that it is almost a hopeless task to eradicate them.

It is pitiable to see teachers of the more advanced schools working, toiling, spending themselves, in the almost vain endeavor to overcome faults not natural but acquired in the primary schools. The task of imposing this habit of idleness is scarcely less difficult than that of uprooting it. It is accomplished only by the utmost vigilance on the part of the teacher; for God has as surely made the child for action as he has the skyey hosts above us. But at last comes his first lesson. Now he will learn about the rain, or the bright sun, or the shadows which have been so long a mystery, or why it is that every body must learn to read. No, poor child! nothing of the kind! There are certain characters of which you must learn the names. What though you don't care what their names are? What though you don't know that any use is to be made of them? You must remember them every one, and when they are all learned you shall have a new and equally interesting lesson: you shall be initiated into the mysteries of bra, cra, fra, bro, cro, fro, and so on. What wonder that the restless spirit of a child, fed on such husks, and without the hope or knowledge that something better is in store for him when he has mastered these rudiments should become disgusted with it and with school generally? What wonder that the temptations of new skates and smooth ice *should* some times overbalance his sense of duty, and send him off sky-rocketing, as the boys of Easton say.

May we not mingle something that is pleasant and interesting with this arbitrary work of learning to read?—not occasionally nor spasmodically, but systematically, making it a part of the regular business of the school. Let them draw, let them sing. Give them natural objects and phenomena to study. Let them tell what they have observed about birds, and insects, and plants. Let them be free to ask questions, and, above all, let them have the freedom of the school-yard when they can no longer be kept busy and interested in the school-room. Do this and we shall have no truant pupils. Do this, and children will love school. Knowledge is sweet to them. They seize it with an eagerness that is entirely unknown to later years.

How is it with our grammar schools, and the more advanced pupils in the district schools? Is there no demand for amendment here? I am not forgetful of the improvements which have been made since the time I sat upon a backless bench and studied Daboll's Arithmetic, and read from the Testament. I am in no ways ungrateful to those noble workers who have brought our schools up to their present standard. I am especially thankful to those who have so simplified the abstruse studies of our schools. Yet would it not be better, instead of giving them the abstract studies of arithmetic, and more especially of grammar; so young, to place before them something simple and attractive?—history; the rudiments of the natural sciences; to teach them to read better and spell better; to teach them the elements of Meteorology; for,

> "Fain would they know what makes the roaring thunder,
> And what the lightnings be that rend the clouds asunder,
> And what the rainbows are on which we gaze with wonder."

True, we have no suitable text-books at present; but create a demand for them, and they will be forthcoming. Teachers who have a peculiar aptitude for their work can throw a charm around even the most uninviting studies; but all are not teachers who bear the name, and the young mind craves different knowledge. It is placed in a world where all is strange. It observes phenomena and desires to know the secret causes. Mysteries envelop it, and it looks to us for a solution. Is asks of us bread, and we give it a stone.

There is a lesson some times taught in schools of a higher grade, than to learn which it were better to remain in the thickness of ignorance until the hour of doom; aye, better for a child that a "mill-stone were hanged about his neck and he were cast into the depth of the sea." The *lesson* is UNTRUTH. It is taught by the self-reporting system. I do not say that it *necessarily* grows out it, but that it DOES grow out it, and to an extent fearful to contemplate; and will grow out of it, unless administered with the utmost cautiousnes and the sleepless vigilance of an earnest, conscientious teacher. To thus administer it, it costs the teacher efforts quite commensurate with the good results it brings.

It is not a pleasant task to disparage the pet and darling of many eminent educators. The system is doubtless a great help, especially to weak teachers. It gives constant stimulus to all, and reaches many pupils to whom higher motives would not so directly appeal. But however much it may lighten our labor, however much it may incite the dull and indolent to exertion, if it be likely to test too severely the integrity of a single child, if it be likely to lead one single soul even to look toward falsehood, let us away with it; for intelligence is in no way comparable with moral uprightness. The clear, open brow, the eye that never blenches, are God's sign-manual, and, in Heaven's name, let not the autograph of the All-Wise be defaced by our poor chirography! Rather let us seek to implant this topmost of all virtues where it is not; rather let us clarify *beclouded* consciences, that the divine light of truth may shine in and illumine, and warm, and gladden the soul.

When we have fixed a deep and abiding love of truth in the mind of a child, we have given him the key to all the sciences, aye to all knowledge —I had almost said to the *Kingdom of Heaven*. We may do very much toward inculcating this sublimest of virtues in our school-rooms. We may, by a thousand little devices make integrity and ingenuousness popular; and popularity is an atmosphere in which all sentiments gather strength.

This system, besides holding out inducements to deception, has also a mercenary tendency. It is so much work for so much pay, so much study for so many credits. I fear we shall not by this system make true lovers of learning, make men and women to whom the earth shall be transfigured by their love of science—men and women who shall themselves be transfigured by the cultivation of all that is noble and true within them; but misers, who shall count o'er their gains "until their souls turn gray and dry as dust."

The effects of these lessons we are now imparting are to outlast the stars. Does it not become us, then, as teachers, to look to our work, to know what we do, to study our vocation, to wrestle with ourselves, as of old did Jacob with the angel? and *though* we tarry till the break of day, let us not yield the struggle until the blessing of wisdom is gained to light our darkened way. Then, when our term of life shall be dismissed, and we go home to heaven to take our long vacation, the good Father may look benignantly upon us, and say, My child, you have done what you could.—*Illinois Teacher*.

BEECHER ON BURNS.—A lady, when told that Mr. Beecher was about to deliver a lecture on *Burns*, suggested the equal necessity of a lecture on *scalds*. Mr. Beecher is so constantly in hot water that he ought to be pre-eminently qualified to handle such a theme. — *New York Post*.

READING.

My subject is a simple one—"simply reading." A simple art, perfected by simply observing simple principles, and yet simple as the remark may seem, from the frequency of its utterance, we have but few good readers; for the simple reason that but few take pains to become such. Care, then, would be the remedy. We have thrown the fault upon the student, but we do not wish to excuse the teacher wholly from the blame, but we will place the fault within the school-room, and let it there be divided up among the inmates and the house. We wish the room to be counted in, as there are many of our *economy* school-rooms which are unfit to be school-rooms, and especially reading-rooms. We trust that the public will learn this fact in due course of time, and in a scientific manner remedy the evil. Next to this we would call up the teacher, and he will call time-honored custom to his assistance. The theory has been (all may see how far it has gone out of date) "cram all the book knowledge that you can into the mind of the young; crowd it full, *and what runs over will show smartness;* never mind how, or when, or where, or even *what*, the theory is to crowd. Never mind the sorting and associating of ideas, the analyzing or defining of words, let them all form one conglomerate mass, and call it education. This theory has been practiced too much, and its evils are glowing with so much intensity, that we hope for its speedy eradication. 'Tis an old and (has been) honored custom for all and each reading and each spelling class to come up in grand review once each forenoon, and once each afternoon in each day. In a large school the teacher would spend perhaps from ten to fifteen minutes to each class. Spend it how? Why, *hearing* them read; there certainly is no time for explanation, inflection, modulation, etc., etc., especially if we read round twice, as is customary. You, as teacher understand the meaning, perhaps, of the words which the scholar has just uttered, but the scholar or the class *does not.* They have simply taken upon their minds a jargon of ideas in so loose and unassociated a manner that it makes no impression, and passes off as rapidly as it was thrown on. If a single idea is retained from the wreck, it is like a thought snatched at random, you know neither its origin or its destiny. The meaning of the words, the sense which the author intended to convey, is either misconstrued, or cast entirely one side, as though it entered not into the contract. We have mentioned some of the faults; may we reasonably look for reform? Will our country district school teachers remember that the child has a voice to be cultivated as well as a mind,

and that words have meaning and sound as well as being. Will they ever realize that reading is as much a science as arithmetic, and will they discard the idea of making it a mere pastime, which only holds its place among the exercises of the school from long custom. Will they practice upon the modulation and intonation of the voice, as a music teacher would if he were going to teach a pupil to sing. I have space here simply to hint at these faults; I aim to give no treatise for their correction. You have the works of all educators in your schools.

They have given you the book; it is your work, then, to teach it. It can not be done in a five-minute exercise. Apportion, then, your time in such a manner, that when the reading exercise is commenced, you may continue it long enough to accomplish some good. Watch carefully while the scholar reads, and apply your criticisms. Make the piece correct before you leave it.

On account of our limited space we next pass to the scholar. He says he is learning to read. Ambition has prompted him to go into a class one or two degrees above his capacity. The class is called; he snatches up his book and turns to the place, a piece upon which his eye has never rested before, he stammers, stumbles, jumps, and guesses, and at length gets through with his verse. Thus he is learning to read. He fears to let his voice out lest more mistakes become apparent. He bows his head forward for shame that his lesson is no better learned. The result is, he is cultivating neither voice, mind, body or soul, neither is he learning to read. Student! nature has made you an upright being, with the understanding that you should stand upright. You are provided with a pair of lungs, with the intention that you should keep them in a healthy condition, and use them not only for the purpose of breathing, but for the purpose of giving power to the voice. Voice has been given to you with the intention that it should be cultivated. Now, as you are engaged in the work of gaining an education, remember that each one of the attributes with which nature has endowed you, demands a share of culture, and that culture must be applied with care. You are willing, when you look back over your past course to acknowledge the listlessness and heedlessness with which you have gone to work to learn the science of "Good Reading." With many of you the idea has never entered your minds that rules, were in any way essential, and have labored under the mistake that simply to travel over a certain exercise for an uncertain number of times, would at length constitute you a good reader. I trust that you now see your mistake.

A little observation on your part, while others are reading in the usual way, will reveal much of the mangling work which is perpetrated upon the English language. To the ear of a good reader it is hideous to wit-

ness this lingual murder. The misplacing of a punctuation point, the wrong sounding of a word, will often as effectually change the meaning of a sentence as the use of entirely different words. Yet this fault is common. Teachers and scholars, you have the remedy before you in your books. My present object is accomplished when I have called your attention to it, and induced you to look around you, and see how few good readers there are among us, and how easy and simple is the remedy. Very many of our clergymen read their sermons from the pulpit, and many who have produced a good composition spoil it in the delivery, and if we should not look for good readers among those who are in the daily practice of reading in public, then where? Many of our popular public readers (speakers they are called) are bearable only that they have deep pith in the composition, which is half hiden beneath a faulty articulation.

GENEVA, *Feb.* 3*d*, 1859. H. M.

A DEVELOPMENT OF THE FUNDAMENTAL NOTIONS OF GRAMMAR;

BEING AN INTRODUCTION TO BECKER'S SCHOOL GRAMMAR.

Translated and Modified for the Wisconsin Journal of Education.

ED. JOURNAL:—In offering you, for publication, the following translation, I have one or two things to say about it. I have translated with a literalness which may seem to some to amount to freedom. The German *denken* I have rendered by *to think*, though the English word has not the technical signification of the original. The German word comprehends those mental processes by which *notions* (Begriffe) are formed and used.

The translator's notes are thus marked: *Tr.* U.V.W.

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§ 1. Man *speaks*, and expresses his thoughts in words. *Speech* is a natural function of man as a *thinking* being.

Remarks.—Speech is not an *invention*, nor is it properly *learned* as an *art*; but it is a gift of nature, which is developed by social life, and like other natural endowments, perfected by exercise;

The Sentence, Idea Word, and Form Word.

§ 2. Man *thinks*, while he either *judges* or *wishes* that a subject (that is, a person or a thing) *do* or *not* do something. The expression of a thought in words is called a *sentence*.

The master commands. The servants obeys. Follow (thou) me.

Remarks.—If one judges of a thing that it is, or wishes that it be something; *e.g.*, the knife is sharp, Be attentive, then this is thought as an *activity;* the knife cuts. Attend.

If the notion of an activity is joined with the notion of a thing to form *a thought*, it is said that the activity is *predicated* of the thing; and the act of the mind by which the union is made, is called the *predication*.

The thing of which an activity is predicated in the thought, as well as the *expression* in the sentence, is called the *subject* (that which is underneath, at the foundation); and the activity which is asserted of the thing, as well as the *expression* of it in the sentence is called the *predicate*.

A distinction is made between the *notions* and their *relations* (bearings?).

Notions of persons and things, and of their activities, constitute the substance of the thought. We call those words which express the notions, *notion-words*; God, man, image, son, father, joy, dog—to create, to bark, wise, mad.

By the *relations* of notions, we mean those relations in which the notions in the thought stand to the speaker and to one another.

God created man in his own image. A wise son is his father's joy. Mad dogs do not bark.

The relations of notions are denoted in speech,

1. By the *inflection* of the notion words: creat-ed, father-s, dog s.*
2. By special words, called *form-words*: in, his own, a, is, his, do (as an auxiliary) not.

Rem.—In the examination of speech we distinguish the *thing per se* from the *notion* of the thing, and the *word* from the *notion* which the *word* expresses.† Since, moreover, the word is the expression of the notions (as it were the notion itself made vocal), so we often exchange notion and word with one another, and say, in grammar, "a word is related, governs, is transitive," etc., etc., which can properly be said of the notion only.

Notion Form and Word Form.

§ 3. Notion-words are either *radical* words (roots), *i.e.*, words from which other words are derived, and which themselves are undivided, as: bind, flow, rise, or words *derived* from radicals.

Derived words are either *stems* or *off-shoots*.

Stems are formed from roots by an inward change of sound: band, bond, flood, float, (?) raise.

Off-shoots are generally formed from stems by suffixes: band-age, bond-age, band-er, etc.

That special vocal-relation, by which a derived word is distinguished from its root, and from other words derived from the same root, is called the *form* of the word, or its *word-form*: band. bond, etc.

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* By no means so frequently as in the German, and much less frequently than in the Anglo-Saxon. The English has lost nearly all its inflectional endings, and employs *form-words* instead.—*Tr.*

† A *noun* is not, properly speaking, the name of a thing, but the name of the *notion* of the thing. Illustration is easy.

The *notion* of a radical word is called the *radical-notion*, and that of a derived word a *derived-notion*. The radical notion of *to bind*, for example, constitutes the fundamental signification of all words derived from the same root; but it is thought in every special word-form in a different way.

The particular manner in which the notion is thought, and by which notions that are derived from the same radical notion, are distinguished from one another and from the radical notion, is called the *form of the notion*, or the *notion-form*.

The *notion-form* is expressed by the *word-form*, that is by the inward change of sounds in the stems, and by the endings of the off-shoots.

I.—Notions.

§ 4. The notions which are expressed in speech are either notions of *an existence*, *i.e.*, of a person or thing; *e.g.*, watcher; runner, bow, stream, roof; or notions of the *activities* of persons and things; *e.g.*, to watch, to run, to flow, sharp, strong, quick.

Rem.—Among *activities* are included also the *states* (or *conditions*) of things, *i.e.*, activities which, according to their nature, are thought as having longer or shorter duration, as—to sleep, to rest, to glow, to bloom; and the *attributes* of things also, *i.e.*, the activities *inherent* in the things, as -great and small, rich and poor, high and deep, beautiful and ugly, old and new, good and bad.

The expression for the notion of a *being* is called a *substantive*. The being is denoted in speech by an activity. Substantives are thence commonly formed from names of activities—watcher, runner, from watch, run.

Activities are always thought and represented as activities of a *being*, and they are expressed by two sorts of words.

1. The word expresses the *notion* of (the) activity, and at the same time the *predication* through which *activity* and being are united in a *thought* [§ 2]; the word is then called a *verb*.* The child *make-s*. The son *resemble-s* the father. The flower *fad-ed*. The grass *wither-s*.

The word expresses the *notion* of (the) activity, but not the predication, by which activity and being are united in a *thought;* the word is then called an *adjective*.† The activity expressed by the adjective is either united with the being in a *notion;* or it is united with the being in a *thought*, indeed, but the *predication* is expressed not by the *adjective*, but by the form-word *to be*.

A *wise* man. *Like* brothers, *dry* grass.
The *pale* moon. The child *is* wakeful.
The horse *is* shy. The flower *is* pale.

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* The verb is called verbum (*the word*) because it expresses in speech, especially, the peculiar import of the thought.

The name *adjective* (added word) is grounded upon this, that the adjective, if used attributively, is joined to a substantive; *e.g.*, the great tree.

Rem.—Expressions like "The wise man" presuppose, indeed, a *predication* and a *judgment* (the man is wise); but they express only the *notion* of a being.

All *notion-words* are either *substantives*, or verbs, or *adjectives*.

All notion-words express *general notions*, *i.e.*, notions of all classes of the being, or (of the) activity; the classes may be reduced, however, to *inferior* sub-classes and *individuals*.

Tree, an old tree, a young tree, this tree.
To speak, to speak low, to speak loud, speak with me.

We call every word which reduces the general notion of a *being* to a *sub-class*, or to an individual, an *attribute* of the being; and every word which reduces the general notion of an *activity* to a *sub-class*, or to an *individual* activity, an *object* of the activity.

Classes of Verbs and Adjectives.

§ 5. Many verbs and adjectives express notions of activity with which necessarily an *object* is thought. The notion of activity is then *completed* by the object. These verbs and adjectives are called *objective* verbs and adjectives, and the object a *completing* object.

The mother bewails *her child*. Robbers attack *travelers*. The poor man begs *for bread*. I am ready *for the journey*.

Verbs and adjectives whose notion does not in this way require a completing object, are called *subjective* verbs and adjectives.

The child *weeps*. The boy *plays* The tree is *large*. The dog is *mad*.

Those objective verbs whose object is thought as *suffering* the activity, are called *transitive* verbs.

To fell (a tree), to lead (a blind man) etc.

For the sake of distinction, all subjective verbs, and those objective verbs which are not transitive, are called *intransitive* verbs.

To sleep, to leap, to run, to serve, to obey, to follow.

Derived transitive verbs are called *causative*, when they express an activity by which the object is transposed to the activity of the root-verb.

To fell, to set, to lay, to raise an object, *i.e.*, to cause the object to *fall*, to *sit*, to *lie*, to *rise*.

Substantives—their classes.

§ 6. Substantives are divided according as they express the notion of a *person* or of a *thing*, into nouns, denoting *persons*, and nouns denoting *things*.

Man, woman, gardener, wood, table, tree, knife, wine, water.

Nouns denoting things are either *concretes*, *e.g.*, house, tree, apple; or *abstracts*,* *e.g.*, life, joy, pride, friendship, freedom, truth.

Abstracts are divided according to the classes of activities expressed (Rem. § 4) into

1. Names of *actions*, *i.e.*, of activities, which, agreeably to their nature, are thought without duration.

Blow, spring, fall, look, etc.

2. Names of *states* or *conditions*:

Sleep, rest, life, death, fear, joy, anger, etc.

3. Names of attributes:

Length, shortness, strength, weakness, hight, depth, wisdom, foolishness.

Substantives are further divided, according as we distinguish or do not distinguish in the being, *individuals*, or single things, into *common nouns*, *proper nouns*, and *nouns of material*.

1, *Common nouns* denote the whole *class* of things which are distinguished as individuals of the *same* class, and which are thought in the plural as well as in the singular number; they are *common* to all individuals of the same class.

Servant, house, flower, chair, apple, book.

2. *Proper nouns* denote *individuals*, which are not distinguished as individuals of the *same class*, and are thought in the singular number only; they are *peculiar* to the individual.

Henry, Schiller, Berlin, Rhine, Blocksberg.

3. *Nouns of material* are the names of things which are thought, as homogeneous material, in such manner that we distinguish no *individual* in the *class*, and we think them only as a *quantity*, and not as a *number*.

Water, air, sand, dust, hay, money.

Substantives which include under one notion a multiplicity of persons or things of the same class, are called *collective* nouns.

Cavalry, mankind, Christendom, etc.

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* Since substantives are derived from verbs, and their notions from the notions of an activity (§ 4), the notion of the substantive is commonly represented in speech as a union of activity and being, *i.e.*, *active* being, *e.g.*, drinker, lover, (a drinking, a loving being) or as a *done* being, 1 (Gethane's Sein), *e.g.*, a drink, a darling (a drunk, a loved being) such notions are called *concrete* (grown together) if the activity and being are *united*. On the other hand, that notion of an activity is called *abstract* (drawn, away from), which is separated, as it were drawn away from the being, and is itself thought as a being.

1 Translated literally. The idea may be expressed in other words thus: Substantives are derived from, or represent the present, or the past participle of the verbs from which they are derived. In friend (freond, freeing, loving), fiend (feond, hating), earth, (that which is eared *i.e.*, tilled), heaven (that which is heaved, raised), etc., we see the participle endings.—*Tr.*

Adjectives used as Substantives.

§ 7. The adjective is often used *as a substantive*, when it denotes the notion of a being added in thought, but not expressed.

The wise, instead of *wise men*.

Adjectives, used substantively, are of two sorts, to-wit:

1. Those applies to *persons*:* in this case, then, is added the indefinite notion of persons.

The sick, the old, the beautiful, the brave.

2. Those applied to *things*: in this case the whole indefinite notion of a thing is added in thought.

The old, the new, the good, the beautiful, the true, the common, the strange, etc.

Adjectives, used as substantives, retain the *word-form* of adjectives, and consequently have no inflection.

From those adjectives, used substantively, must be distinguished those *adjective substantives* which with the notion form of the substantive, have at the same time, assumed the word-form and declension of a substantive.

Goods, ills, rights, wrongs, whites, blacks, etc.

Rem.—Only *stems* (not off-shoots, § 8) have become adjective-substantives, the participles. friend, fiend, come forward here, however, as exceptions.

* This sort of adjectives is, in English, used almost exclusively to denote the plural number See, however, Psalm lviii. 10, and Psalm x. 2, 3, 4, 13, 14, etc.—*Tr.*

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(Continued from the February Number.)

Q. What constitutes "School Money," or "Public Money," as the words are used in the School Law, and are local taxes imposed by the County Board for School purposes, to be included in the "School Money," and apportioned according to the number of Scholars?

A. This question has, since our brief decision in the Journal, elicited considerable correspondence, and in a few instances, decided opposition to

our views as there expressed, and we will give at this time a fuller and more explicit answer.

The first question is: What constitutes the School Fund, the income of which constitutes the State School Money?

According to the Constitution of the State, (Art. X. Sec. 2,) the proceeds of all lands that have been or may hereafter be granted by the United States to this State for educational purposes, (except the lands heretofore granted for the purposes of a University,) and all moneys, and the clear proceeds of all property that may accrue to the State by forfeiture or escheat, &c., &c., &c., shall be set apart as a separate fund, to be called the School Fund, the interest of which, and all other revenues derived from the School lands shall be exclusively applied to the support and maintainance of Common Schools in each School district, &c. The above items, then, constitute the School Fund, the revenue derived from which constitutes the Income of the School Fund. Section 5, (Art. X.) of the Constitution provides for the distribution of the *Income of the School Fund* among the several towns and cities of the State, for the support of Common Schools therein, in some just proportion to the number of children and and youth resident therein, between the ages of four and twenty years.—Here we have an express provision touching the manner of distributing the *Income of the School Fund*, and nothing more. It requires positive enactment to determine the disbursement of public funds, (taxes) as standing appropriations, and were there nothing further in the Statutes, regulating the distribution of taxes for School purposes imposed upon towns by the County Board, there would be no warrant in the law for apportioning anything but the *Income of the School Fund* according to the number of children of school age.

Section 4 (Art. X,) of the Constitution, renders it obligatory upon each town and city, to raise by tax, annually, for the support of Common Schools therein, a sum not less than one-half the amount received by such town or city respectively, for School purposes, from the *Income of the School Fund*; and (Sec. 5,) no appropriation shall be made from the School Fund to any city or town, for the year in which said city or town shall fail to raise such tax, nor to any School District (See Sec. 47 School Law, 1858,) for the year in which a school shall not be maintained at least three months. Here we have still further provisions respecting the distribution of the *Income of the School Fund*, and concerning nothing else.

In regard to the School taxes spoken of above, Section 53, Chapter 18, R. S. 1858, provides that the Board of County Supervisors, at their annual meeting in each year shall estimate and determine the amount of moneys to be raised in each town and ward in their county, for the support of Common Schools therein for such year, which tax shall be levied

and collected in each year, and shall not be less than one-half the amount of School Moneys apportioned to such town and ward by the State Superintendent in his last apportionment of School Moneys, &c. Here, then, we have the manner of levying the required tax, and by whom, but nothing in regard to its disbursement.

Sub-sections 3 and 4 of Section 45, of chapter 23, R. S. 1858, (or the School Law,) make it the duty of the Town Superintendents, to apply for and receive from the County Treasurer, all moneys apportioned for the use of Common Schools in his town, and from the Treasurer of the Town, all the moneys raised therein for the same purpose, and to apportion the School Moneys received from the Town and County Treasurers, to the several districts, in proportion to the number of children in each, of school age, &c. Here, then, is the authority for distributing School Moneys raised by towns according to the number of scholars. But as the School Moneys received from the State is the Income of the School Fund, so the School Moneys received from towns is the tax imposed upon them by the County Boards, and which is made by the Constitution, a necessary condition of receiving any share in the distribution of the State Fund. The law does not deal with special or exceptional cases, but its general terms apply to its positive enactments; so that the above use of the words "School Moneys received from Town Treasurers," must be restricted to the positive provisions of the law, and to its uniform and regular operation, and not applied to any exceptional, or provisional cases, either provided for by the law or not.

The fact that Section 2, Chapter 15, R. S. 1858, gives the qualified electors of each town, power at any legal meeting, to vote to raise such sum of money for the support of Common Schools, *in addition to the amount required* by law *to be raised*, as they may deem necessary, does not place these taxes levied upon towns upon the same footing as those imposed upon towns by the County Board. This is shown by the fact, that in 1853, 1854, and again in 1859, a special law was needed and passed by the Legislature, authorizing towns to incorporate the taxes voted by the towns themselves, with the taxes levied upon them by the County Board, and to make return to the State Superintendent of both included whenever it might be necessary. This fact shows the exceptional character of such taxes. The authority to levy such tax among others, is given to towns, generally, and without any special reference to the School Fund, and the tax when collected belongs to the towns in their corporate capacity, the same as road taxes, or poor taxes, and is not made a part of the School Fund by being made a condition of receiving it, as are taxes imposed by the County Board. The manner of distributing these local town School taxes is not, therefore, fixed by the positive enactments of the Statutes,

which apply only to the cases regularly provided for by law, and do not apply to taxes, which, in the language of the law just quoted, are raised "*in addition to the amount required by law.*"

Such taxes belong to the towns, and can be distributed in any manner the town sees fit, either according to the number of children, or according to the Assessment Rolls of the districts.

We come, therefore, to the conclusion that the words "School Moneys" are used in the School Law as applying only to the Income of the School Fund, and the tax imposed upon towns by the County Boards, which tax by being made a condition of securing the State School Fund, becomes part of it; and that taxes raised by towns beyond the requirements of law, are not under the positive provisions of the law, but are entirely subject to the towns which raise them. In the absence of any direction from the Town, the Town Superintendent should apportion such taxes according to the Assessment Rolls of the several districts, so that each (unit) district will be benefitted in proportion as it has paid.

S. H. CARPENTER,
Assistant State Superintendent.

Home Department.

SHAKSPEARE.

Wonderful as his imagination and fancy are, his perspicacity and artistic descretion are more so. This country tradesman's son, coming up to London, could set high-bred wits, like Beaumont, uncopied lessons in drawing gentlemen such as are seen nowhere else but on the canvass of Titian; he could take Ulysses away from Homer, and expand the shrewd and crafty islander into a statesman whose words are the pith of history. But what makes him yet more exceptional, was his utterly unimpeachable judgment, and that poise of character which enabled him to be at once the greatest of poets, and so unnoticeable a good citizen as to leave no incidents for biography. His material was never far sought; (it is still disputed whether the fullest head of which we have record was cultivated beyond the range of grammar school precedent!) but he used it with a poetic instinct which

we can not parallel—identified himself with it, yet remained always its born and questionless master.

He finds the Clown and Fool upon the stage—he makes them the tools of his pleasantry, his satire, and even his pathos; he finds a fading rustic superstition, and shapes out of it ideal Pucks, Titanias, and Ariels, in whose existence statesmen and scholars believe forever. Always poet, he subjects all to the ends of his art, and gives in Hamlet the churchyard-ghost, but with the cothurnus on—the messenger of God's revenge against murder; always philosopher, he traces in Macbeth the metaphysics of apparitions, painting the shadowy Banquo only on the o'erwrought brain of the murderer, and staining the hand of his wife-accomplice (because she was the more refined and higher nature) with the disgustful blood-spot that is not there. We say he had no moral intenion, for the reason, that, as artist, it was the show of things; yet, with a temperament so just, an insight so inevitable as his, it was impossible that the moral reality, which underlies the *mirage* of the poet's vision, should not always be suggested.

His humor and satire are never of the destructive kind; what he does in that way is suggestive only—not breaking bubbles with Thor's hammer, but puffing them away with the breath of a Clown, or shivering them with the light laugh of a genial cynic. Men go about to prove the existence of God! Was it a bit of phosphorus, that brain whose creatures are so real, that mixing with them, we feel that we ourselves are but fleeting magic-lantern shadows?

But higher even than the genius, we rate the character of this unique man, and the grand impersonality of what he wrote. What has he told us of himself? In our self-exploiting nineteenth century, with its melancholy liver-complaint, how serene and high he seems! If he had sorrows, he has made them the woof of everlasting consolation to his kind; and if, as poets are wont to whine, the outward world was cold to him, its biting air did but trace itself in loveliest frost-work of fancy on the many windows of that self-centered and cheerful soul.—*Atlantic Monthly.*

William Prescott.—Mr. Prescott's mother once showed his room to the Rev. Mr. Frothingham, and said to him: "This is where William was shut up for so many months in utter darkness. In all that trying season, when so much had to be endured, and our hearts were ready to fail us for fear, I never in a single instance groped my way across the apartment to take my place at his side, that he did not salute me with some hearty expression of good cheer. Not in a single instance. As if we were the patients and it was his place to comfort us." No word of complaint throughout all that dismal period, no sigh of impatience or regret. He was not content even with the perfect silence of an unrepining will. But he must sing in that imprisonment and night. Was this not a representative example?

TO A GROUP OF SCHOOL CHILDREN.

MERRY little children,
  Full of noise and play;
Linger now, I pray you,
  A moment on your way.

Prith'ee let me gaze awhile
  In your sparkling eyes,
And, sybil-like, I'll tell you
  What before you lies.

Here comes blue-eyed Julia,
  With her dancing curls,
And her laugh of music,
  The loveliest of girls.

Weighty science, never
  Will a lodgment find
In the narrow chambers
  Of her airy mind.

But well she knows, the gipsy,
  With her charming face—
Though minus brains—she'll ever
  In men's eyes find grace.

Ah! here's wily Alfred,
  Selfish, cunning, sly—
I can read *the lawyer*
  In that keen black eye!

He will grasp the treasures
  Of fame, and wealth, and power;
And like some baleful comet,
  Blaze his little hour;

Cursing, never blessing,
  Soon in clouds and night;
In unknown abysses,
  He will sink from sight!

Not so, gentle Charlie,
On his noble brow
I can see the purpose,
Of his manhood, even now.

To the glittering baubles,
Of fame and riches blind;
But with a heart o'erflowing
With love for humankind;

Yet o'er a lonely desert
Will his footsteps stray,
While gloomy clouds shall gather
O'er his weary way.

But with a heart undaunted,
Light and true, and warm,
He will speed on singing,
And scarcely heed the storm.

Quiet, pensive, Alice,
In her clear, brown, eyes,
See! the light of genius
Like a star-beam lies.

Gift of God most glorious
Unto erring man!
Use it, little Alice,
To bless and not to ban.

Thou see'st the weak and helpless,
Crushed by the proud and strong;
Thou see'st the right lie bleeding
Beneath the giant wrong!

Then use thy gifts, my Alice,
To haste that blessed day,
Before whose light all error
And wrong shall flee away!

SYLVESTER, *Jan.*, 1859. C. L. M.

It is stated in the *Abeille Medicata* that the seed of the pompion is a sure remedy against tape-worm. About an ounce of these seeds, pounded in a mortar with a sufficient quantity of sugar, is administered at a time, and repeated for three days, which is generally sufficient to effect a complete cure.

LETTER TO THE LITTLE FOLKS.

In my last I promised to write you about excuses for Absence and Tardiness.

Some little boys think, perhaps, that *almost any excuse* will answer for Tardiness. Now listen one minute. When I was a little boy, my Mother allowed me to have a party. Of course I was very happy, and I invited all the little boys of my acquaintance, to come at two o'clock and spend the afternoon. When two o'clock came, *all the boys were there.* One had a bad cold, but he was as ready for play as any one. He had to be a little careful, but that did not prevent his coming. Another had a sore finger, but he came. Another came without his dinner, because, he said, it was two o'clock before it was ready. Another *had work to do*, but he arose earlier in the morning and kept busy, so that all was done before two o'clock. Another said his Mother wanted him to go to the store, and he *ran all the way* for fear it would be two o'clock before he should get back. All had extra work to do, but all were there in time. We had a *nice play*.

A person older than I, invited the same little boys to come and see him a day or two afterward. He wished them to come at 9 o'clock in the morning. Several of the boys did not get there till after 9. What do you think they gave as excuses for not coming at the time appointed? I will tell you some of them. One little boy said he had a bad cold; another had a sore finger; another had to wait for his breakfast; another had work to do; another had to go to the store for his Mother; all had something to do that kept them until after 9 o'clock.

Now can you tell me what made the difference? Some little fellow says, "one was in the afternoon, and the other in the forenoon." That was not the difference; for the same person invited them again in the afternoon, and the same boys came late with the same excuses. I will tell you. One was a *party*, and the other was a *school*. Now tell me,—which is of more value to you, a party or a school? Parties are good in their place, but schools are of more value. Never give an excuse for being late at or absent from school, that you would not give for being late at or absent from, a *party*. Then you will have a good time at school, and enjoy yourselves all the time. Then you will be respected by others, and respect yourselves. A great many boys are *too sick* to be at school, who can go out *sliding* or *skating*. Who loves them? A *Happy New Year* to all *punctual* boys and girls.

PLATTEVILLE, FEB. 1859. ONE WHO LOVES THEM.

Mathematical Department.

Solution of Problem 9.—Given $x^3+\frac{1}{x}=2\sqrt{x}$ to find x. Let $\sqrt{x}=y$ then $x=y^2$ and $x^3=y^6$. The equation now becomes $y^6+\frac{1}{y^2}=2y$. Clearing of fractions and transposing gives $y^8-2y^3+1=0$. Resolving this equation into factors, we find $y^8-2y^3+1=(y-1)(y^7+y^6+y^5+y^4+y^3-y^2-y-1)=0$. Placing $y-1=0$, we find $y=1$. Hence $\sqrt{x}=1$, and $x=1^2=1$. Ans.

L. CAMPBELL.

Solution of Problem No. 12.—ED. JOURNAL:—Allow me to offer the following as a general solution for all problems of the same class as problem 12. It is required to find the value of x in the equation $x^m-x^n=u$, - (1.) when m is less than n, and u a maximum remainder. Let x be increased by the variable quantity y. Then $(x+y)^m=x^m+m\,x^{m-1}y+\frac{m(m-1)}{2}x^{m-2}y^2+$ etc.; and $(x\pm y)^n=x^n+n\,x^{n-1}y+\frac{n(n-1)}{2}x^{n-2}y^2+$, etc.; and by subtracting and putting $v=$ the remainder, we get $x^m+m\,x^{m-1}y+\frac{m(m-1)}{2}x^{m-2}y^2+$ etc.$-x^n-n\,x^{n-1}y-\frac{n(n-1)}{2}x^{n-2}y^2=v$. - - (2.)

Subtracting (1) from (2), and dividing by y, $m\,x^{m-1}+\frac{m(m-1)}{2}x^{m-2}\,y+$ etc., $-n\,x^{n-1}-\frac{n(n-1)}{2}x^{n-2}y-$etc. $=\frac{v-u}{y}$ - - (3.)

Since y is variable, we are at liberty to assign to it any value we please. Suppose $y=0$. This supposition will cause $v=u$ in (2), and reduce (3) to $m\,x^{m-1}-n\,x^{n-1}=\frac{v-u}{0}=\frac{u-u}{0}=0$. Hence, $m\,x^{m-1}=n\,x^{n-1}$; or $m\,x^m=n\,x^n$; which readily gives $x=\sqrt[n-m]{\frac{m}{n}}$ - - (4.)

In problem 12, $m=1$, and $n=3$; hence, (4) becomes $x=\sqrt{\frac{1}{3}}=\frac{1}{\sqrt{3}}$.

Or thus: Differentiating (1), and observing that because u is a maximum, it is constant, we get $m x^{m-1} d x - n x^{n-1} d x = 0$; and dividing by $d x$, $m x^{m-1} - n x^{n-1} = 0$, which, as above, reduces to $x = \sqrt[m-n]{\frac{m}{n}}$.

A. W. WHITOOM.

Another solution of Problem No. 12.—Let $x =$ the required fraction, and d an infinitely small number. Then $x + d - (x + d)^3 = x - x^3$. Hence, $x + d - x^3 - 3 x^2 d - 3 x d^2 - d^3 = x - x^3$. Dividing by $d +$ transposing $1 = 3 x^2 + 3 x d + d^2$. Since d is infinitely small, $1 = 3 x^2 + x = \sqrt{\frac{1}{3}}$. C. E.

Solution of Problem No. 16.—

	Acres.	Sheep.	Weeks.
(1)	$3\frac{1}{2}$	12	4 given.
(2)	10	21	9
(3)	1	14,4	1
(4)	1	18,9	1
(5)	1	4,5	5
(6)	1	0,9	1
(7)	1	3,6	4
(8)	1	10,8	1
(9)	24	14,4	18
(10)	24	21,6	18
(11)	24	35	18

If $3\frac{1}{2}$ acres, with its growth for four weeks, keep 12 sheep for 4 weeks, then will 1 acre with its growth for 4 weeks keep $\frac{1}{3\frac{1}{2}} \times \frac{4}{1} \times 12 = 14,4$ sheep 1 week. This result is shown by (3). In the same way we find from (2), that 1 acre, with its growth for 9 weeks, will keep $\frac{1}{10} \times \frac{9}{1} \times \frac{21}{1} = 18,9$ sheep 1 week; expressed by (4). Subtracting (3) from (4) we find that the growth of 1 acre for 5 weeks will keep 4,5 sheep; expressed by (5). Hence, the growth of 1 acre for 1 week will keep $\frac{1}{5} \times 4,5 = 0,9$ sheep for 1 week, expressed by (6), ank the growth for 4 weeks will keep $4 \times 0,9 = 3,6$ sheep, expressed by (7). Subtracting (7) from (3) we find that 1 acre without the growth will keep 10,8 sheep 1 week, expressed by (8). Consequently 24 acres, without the growth, will keep $24 \times \frac{1}{18} \times 10,8 = 14,4$ sheep 18 weeks—expressed by (9)—and the growth of 24 acres for 18 weeks will keep $24 \times \frac{18}{1} \times \frac{1}{18} \times 0,9 = 21,6$ sheep for 18 weeks—expressed by (10). Taking the sum of (9) and (10) we find 24 acres will keep 35 sheep 18 weeks.

A. W. WHITOOM.

Solution of Problem No. 14.—Given $x^4+\frac{18x^2}{8}-39x=81$. By transposing $x^4+\frac{18x^2}{8}=39x+81$. Adding $\left(\frac{39x}{2\sqrt{81}}\right)^2-\left(\frac{18x}{6}\right)^2-\frac{169x^2}{36}$ to both numbers, $x^4+\frac{18x^2}{8}+\frac{169x^2}{36}=\frac{169x^2}{36}+39x+81$; or extracting the square root $x^2+\frac{18x}{6}=\frac{18x}{6}+9$; therefore, $x^2=9$. Hence, $x=\pm 3$.

A. W. W.

Problem No. 17.—There are four numbers in geometrical proportion, the second of which is less than the fourth by 24; and the sum of the extremes is to the sum of the means as 7 to 8. What are the numbers.

Problem No. 18.—Find two numbers such that their product shall be equal to the difference of their squares, and the sum of their squares shall be equal to the difference of their cubes.

Problem No. 19.—If three equal circles touch each other externally, and thus inclose one acre of land; required the diameter of each of the three circles the sides of an equilateral triangle described about them, and the diameter of a circle circumscribing the triangle?

A solution by numbers is requested.

[The principles involved in the above problem were developed in a solution in the October Number of the Journal.—Ed.]

Problem No. 20.—A globe 40 inches in diameter is to be divided into three equal segments by two parallel planes; required the height of each segment.

P. Bronson.

Wyocena, Wis.

Problem No. 21.—Required the diameter of the greatest cylinder that can be cut from a given globe, and the relation between its altitude and the diameter of the globe.

A. B. C.

[Mr. J. M. Ingalls writes us that A. W. Whitcom's solution of Problem No. 6, in the January Number, is erroneous. Mr. I. sends a correct solution, which we will give in the next issue.—Ed.]

Lord Macauley has announced that he will confine himself in future to his closet as a historian, and take no further part in public life.

Editorial Miscellany.

REPORT OF THE STATE SUPERINTENDENT.—This able and interesting document has been partially distributed, and no doubt many of our readers have perused its interesting pages. To such as have not seen it, the following synopsis of its contents will give a general idea of its scope, and of the importance of the recommendations contained in it.

The report commences with "an abstract of school reports," giving the number of children reported, school attendance, length of schools, number of districts, number and value of school houses, and teachers' wages; most of which statistics we gave in our last issue. The subject of School libraries is next treated of, and the superiority of town, over district libraries clearly demonstrated. The opinions and recommendations of the Superintendent are sustained and fortified by extracts from a correspondence held by him with the ablest educators, east and west. We trust that this portion of the report will be carefully perused, and that consideration given it which its importance demands. The whole subject, embracing the influence of books upon habits and character, the kind of books needed, and kindred topics, is elaborated with much care.

The subject of Normal Schools is next considered, and in this connection, a brief biography of Hon. Henry Barnard is given, to show the value of the acquisition which we have made in securing the services of Mr. B. as Chancellor of the University, and agent of the Board of Normal Regents.

Teachers' Institutes are recommended to the favorable consideration of the Legislature, and the suggestion made that power be granted to the Normal Board to employ agents to hold Institutes, who shall be paid out of the Income of the Normal School fund. A bill has been introduced to secure that object, and we have no doubt that it will pass.

The general employment of female teachers in the primary and intermediate schools is strongly urged, and the necessity of providing special training for such teachers clearly demonstrated.

The creation of a State Board of Education is advocated, as a means of securing "harmony of action in the administration of the several educational interests of the State," and the adoption of a district or county Superintendent system, urged for the reason that the schools will be better supervised, the examination of teachers better conducted, and the standard of education elevated through such an agency.

The abolition of the present district system, and the adoption of the township

system is recommended, and the superiority of the latter proved beyond all dispute.

The above are the principal topics treated of, making, with the statistical tables which are very full and complete, a valuable exposition of the condition of our schools, and the means and agencies necessary to perfect the system.

CHANCELLOR BARNARD.—This gentleman was taken sick just as he was on the point of leaving home for the purpose of coming to this State to enter upon the discharge of his duties. Though convalescent, he is still unable to travel, and can give no assurances as to when he may be expected in Wisconsin. His absence is very much regretted, as his advice and co-operation were needed in the efforts to be made during the present session of the Legislature, to place our system of Normal instruction on a proper basis, and to secure the best results from the exdenditure of the fund devoted to that object.

We have, however, been in a great measure compensated for his absence by the presence and assistance of Mr. Geo. B. Emerson, of Boston,—a teacher and educator of large abilities and experience, who was sent by Mr. Barnard to represent his views on the subject of Normal instruction, and the proper agencies to be instituted in order to reach all the teachers and schools in the State.

Mr. Emerson met the Board of Normal Regents, and the committees on Education of the two Houses, and developed his views in an able and interesting manner; and after mutual consultation and careful consideration, a bill was prepared, which, when it becomes a law, will secure the ends arrived at, in the organization of a complete system of Normal instruction, comprising in its plan of operations, the colleges, academies and high schools of the State, and the employment of agents to supervise the Normal departments in said institutions, to lecture before the people, and to hold teachers institutes in every county in the State.

All we now need, is such a change in our school system as shall provide for the better local supervision of the schools, for facilities for grading and classifying them, and the consolidation of the district into a township system. How soon these changes can be effected, we cannot predict, but it is only a question of time,—they must and will be made.

WAUKESHA TEACHERS' MEETING.—Pursuant to adjournment of a former meeting, the Teachers and Friends of Education of Waukesha and vicinity, met at the Union School House, in Waukesha, on Saturday, the 5th of February, at 2 o'clock P. M.

Mr. E. Enos, Jr., was called to the chair, and Mr. Blanchard, Secretary of the former meeting, was called to act as Secretary *pro tem.*

The committee to draft By-Laws reported the following:

[We have not room for the By-Laws.—Ed. Jour.]

On motion, the report was received and adopted, and the committee discharged.

A committee was appointed to nominate permanent officers. After a recess of

a few minutes, the committee reported, and the following officers were elected to serve until the first Saturday of March, 1860.

President—J. S. Baldwin, of Vernon.

Vice-Presidents—S. W. Warner, of Waukesha, and Charles Bannister, of Muk wanago.

Secretary—L. A. Proctor, of Waukesha.

Treasurer—R. B. Hammond, of Waukesha.

LADIES.

Miss Elizabeth Cram, of Waukesha.

Miss Alice Perry, of Waukesha.

Miss Fannie Proctor, of Waukesha.

Miss —— Downie, of Vernon.

The President elect then took his seat after making a few remarks, congratulating the Association that so many of the teachers and friends of the School had been induced to unite in the good cause.

When called upon, Mr. L. A. Proctor read an able address which was listened to with marked attention.* After which, on motion, the thanks of the Association were given to Mr. Proctor in the usual form.

On motion, it was Resolved that a Teachers' Institute or Drill be held at Waukesha on the third week of March next, commencing on Tuesday, March 15th.

Dr. James H. Magoffin was added to the Executive committee to aid them in making arrangements for the Institute.

Moved and carried that the proceedings of this meeting be published in the Waukesha *Democrat* and *Educational Journal.* Adjourned.

L. A. PROCTOR, Sec'y.

Clarno Green, Co.—An association of teachers and friends of education was formed in this place in January last, entitled "Clarno Educational Institute" A constitution and bye-laws were adopted, and the following officers elected: President, Erastus Porter; Vice-Presidents, H. W. Sigworth, Miss F. Maine, and Miss McDowell; Secretary, Ed. E. Woodman. Resolutions were adopted expressive of the sentiments of the association, recommending unity of action on the part of all friends of education, urging the importance of educational institutes, and the duty of teachers to attend them, and inviting all friends of education to attend their meetings. The meetings have been continued and have proved profitable and interesting.

Adams Co.—A teachers' association was formed at the village of Friendship, in this county last October, and the following named persons elected as officers: Pres. S. F. Spoor, of Friendship; Vice Presidents, H. C. Wood, of Point Bluff, S. P. Berry, of Quincy, and D. M. Hatch, of New Haven; Secretary, J. M. Lee, of Grand Marsh; Treasurer, R. R. Fay, of Preston; Executive Committee, S. F.

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* This address will be given in our next issue.—Ed.

Spoor, J. M. Lee, R. R. Fay, L. Cook, and T. B. Marsden. Several resolutions were presented, discussed and passed, the substance of which is here embodied.

Resolved, That the Teacher's Association is entitled to, at least, an *equal* place among the "Professions;" and, that every Teacher and *friend* of *Education* should earnestly strive to make it such; the *Teacher* by *fully* fitting himself or herself to *best* discharge their duties of Instructor; the *friends* of *Education*, by a hearty co-operation with. and a respect for, the Teacher in the discharge of all his duties.

Resolved, That *Teacher's Associations* are among the most useful of means that can be used to disseminate a knowledge of true Education, and every live Teacher will attend them when possible.

Elkhorn, Walworth Co.—We find in the *Independent*, quite a lengthy notice of the public school in this village, from which we condense the following information:

The Teaching Corps comprises, Mr. O. M. Baker, Principal; Miss V. M. Hawks, Intermediate Department; Misses S. M. Golder and H. S. Chamberlain, Primary Department.

Mr. Baker has under his immediate charge, 60 pupils, of which 24 are males and 36 females, whose ages range from 10 to 20, average 15 years. The average number in daily attendance for the past month has been 45.

The following studies are pursued in this department, to wit: Arithmetic Spelling, Writing, Reading, Composition, Grammar, History, Geography, Philosophy, Physiology, Book Keeping and Algebra.

The visitor in this departmet will find but little to remind him of ordinary District Schools. The exercises are conducted with a quietness, punctuality and thorough system, rarely attainable in a District School, and which leads one to imagine himself in a first class Academy.

Intermediate Departmemt.

The Intermediate Department, under the supervision of Miss Hawks, comprises 49 pupils—males 20, females 29; ages ranging from 6 to 15, average 9 years, with a daily attendance of about 35. The studies in this department, other than Reading, Spelling and Writing, are Arithmetic and Geography.

Primary Department.

Miss Golder's department comprises 54 pupils, of which 24 are males, and 30 females, whose ages range from 5 to twelve, averaging 8 years. The studies in this department are nearly the same as in the intermediate department.

Miss Chamberlain's department, which is held in the basement of the Methodist Church, contains 37 pupils—20 males and 17 females, whose ages, ranging from 4 to 11, average 7 years. In this department only Reading and Spelling.

With the general good conduct and spirit manifested by the children in the three lower departments of the District School, we were favorably impressed.—The young ladies who preside over these departments, appear fully to realize their responsibilities, and they labor assiduously for the best interests of the childdren under their care, and we feel assured that all who have visited the District School

will agree with us in the opinion, that it was never more prosperous than now, or better conducted than under the present management.

Genoa, Walworth Co.—We had intended to publish a notice of the academy established at this place by Mr. Emerson W. Peet, A. M., but unfortunately we have lost the copy of the paper which contained it, and can only state that the institution seems to be admirably condncted, and to be meeting with eminent success, considering the tightness of the times, which seriously affects all private, and some public institutions. Mr. Peet has had to labor under the difficulties and discouragements always attendant upon new enterprises, but he possesses the right spirit, and will labor with fidelity and zeal in the good cause, so long as there is work to be done.

NOTICE TO TEACHERS.—We wish to employ a first class female teacher to teach our summer school, term, four months. Vocal music will be required in addition to the branches required to be taught by law.

We have a large and good school house, and a pleasant place, and are willing to pay a good price. Any person wishing the above situation, will please address D. C. Russel, Clerk of School Distrlct No. 6, Town of Dane, County of Dane.

Feb 22, 1859.

Pennsylvania.—We have received the Annual Report of the Superintendent of Common Schools, (Henry C. Hickok,) for the year ending June, 1858, and we condense a few items of statistics from its ample pages, for the benefit of our readers.

Number of Schools. Whole No. of schools in the State, exclusive of Philadelphia, 11,281. Average length of time the schools have been open, 5,25 months. Average salaries of male teachers, per month, $24 25; of females, $17 22.—This includes only cash wages. If the board were added in those districts in which teachers "board around," the average would be considerably increased.—Whole number of pupils in the common schools, exclusive of Philadelphia, 569,880. In Philadelphia, the No. is 58,321, making a total of 628,201. Average cost of instruction for each pupil, per month, 65 cts. Whole No. of School houses reported, 10,423.

The report is mainly composed of statistical tables and reports from the County Superintendents.

Exchanges—The *Atlantic* for March is received and fully meets our expectations. "Bulls and Bears," "The Minister's Wooing," and the review of "The New Life of Dante," are continued. There is a genial and appreciative article on Charles Lamb and Sidney Smith, abounding in comparisons and contrasts, an excellent article on 'Holbein and the dance of Death,' one on the 'Utah Expedition,' to be continued, and the Professor at the Breakfast Table, gives one of his quaint,

tender, and inimitable episodes, "The Death of the Tutor," which serves to introduce the little "Iris" to our acquaintance, with whom the readers of the *Atlantic* will, we think, be better acquainted before the year is out. These and several other interesting and readable articles in prose and verse, make up the magazine for this month, and fully sustain its reputation. Our readers will remember that we furnish it and the *Journal* to new subscribers for $2 75 per year.

Massachusetts Teacher.—Prominent among our educational exchanges, is the *Massachusetts Teacher*. It is one of the largest, (40 pages) we receive, and is always filled with useful matter. During the past year it has contained some very able articles, and we have been indebted to its pages for several of our best selections.

Charles Ansorge, of Dorchester, is resident editor, assisted by a board of twelve persons, comprising some of the ablest educators in Massachusetts. The Mathematical department is ably conducted by Mr. E. Hunt.

Published monthly, $1 00 in advance. All letters relating to the Editorial department, should be addressed to the resident editor, office of the Massachusetts Teacher, Boston, and all letters relative to financial business, to Charles Hutchins, same office.

The New York Teacher for March is received, and is welcome as ever. It is of the same size as its namesake of Massachusetts, and we have been puzzled to decide which of the two is the ablest. Their general character and style are similar, and, if we have at times thought our brother of the Bay State entitled to the precedence for soundness and depth; at other times, we have willingly conceded that he of the Empire State would bear away the palm for geniality and life. But we will not institute comparisons. The New York Teacher is an able and earnest co-worker in the good cause, and worth ten times what it costs.

Published monthly by James Cruikshank, Albany, N. Y., at one dollar a year in advance.

THROUGH the politeness of President Cooke, we have been favored with the Ninth Annual Catalogue of Lawrence University, at Appleton. It is in a flourishing condition, and is one of the best Institutions located in the West. It is divided into male and female, preparatory and collegiate departments. There were in attendance during the last term, 171 male and 97 female pupils. The whole expense of a scholar attending the usual course of studies, is less than $120 00 a year. The Institution sends out, yearly, a large class of teachers into our common schools, and thus its influence is spread over a large circle. May it continue to prosper.

The *Great Republic Monthly* for March is received, and presents a varied collection of interesting articles in prose and verse, comprising 108 pages. Among the articles we notice, particularly, "The Newsboys of New York," "William Hog-

arth," "Seven Years in the Western Land," "Theroigne De Mericourt," and "The Highest duty of the Historian," "A Critique on Motley's Rise of the Dutch Republic." Terms, single copies 25 cents, subscription one year $3,00, two copies 5,00, five copies $10. Four dollars will secure the *Great Republic* for one year, and the choice of two splendid steel engravings, "The Last Supper," and "The City of the Great King." Address, Oaksmith & Co., 112 and 114 William Street, New York.

PLATTEVILLE ACADEMY.—The twelfth annual catalogue of this institution is before us, and it presents abundant evidence of prosperity, and (knowing as we do, the ability and faithfulness of the principal, Mr. J. L. Pickard), well deserved success. During the past year there have been in attendance 176 males and 134 females, a larger number, we think, than is reported from any similar institution in the State. The faculty consists of the principal and eight associates and assistants, besides three assistant pupils. The course of study is thorough, and well adapted to secure a practical education, such as is needed by American youth. The summer session will commence April 25th. Commencement exercises July first.

Benton's Abridgement of the Debates of Congress. Vol. IX. New York: D. Appleton & Co., 346 and 348 Broadway. This volume brings the debates down to February, 1828, to the first session of the 20th Congress, and contains the conclusion of discussions upon amendments to the Constitution commenced in vol. 8, the celebrated debate upon the Panama Mission, the consideration of the Tariff Bill, Sale of the Stock of the United States Bank, and other important topics.

The value of the work, as a political history of this country, can not be overrated, and it is sold at a price which brings it within the reach of any one who may desire to possess it.

The work will be completed in 15 volumes, 750 pages each, price in cloth $3, law sheep, $3,50, half morocco $4, half-calf extra $4,50. Rollin S. Gibson, Waukau, Winnebago Co., is the general agent, to whom subscriptions may be sent. They will also be received at this office, and the work will be delivered, so far as as already issued, at once, or at short intervals as the subscriber may choose, and the remaining volumes will be delivered as fast as issued.

Mr. Gibson is also agent for the "Life of John Quincy Adams," by Josiah Quincy, a work which every one will want. Published by Phillips, Sampson, & Co., 13 Winter Street, Boston. Price, one volume octavo, cloth $2,25, library sheep $3, half calf $3,75, turkey morocco $5.

Address Rollin S. Gibson, Waukau, Winnebago Co., or "Journal of Education," Madison, Wis.

See New Advertisements this month. Collins & Brother, Phillips, Sampson, & Co., Moore & Nims, and Barnes & Burr, successors to A. S. Barnes & Co. We

have no room for comments on the new books advertised, and must leave our readers to examine for themselves.

Literary Notices.

Palestine, Past and Present, with Biblical, Literary and Scientific Notices. By Rev. Henry Osborn, A.M., Prof. of Natural Science in Roanoke College, Salem, Virginia, Member of the American Scientific Association, and Hon. Member of Malta (Mediterranean) Scientific Institute, with original illustrations, and a new Map of Palestine by the author. Philadelphia: James Challen & Son, 25 South Sixth Street.

This is a most valuable addition to our list of works on Palestine, comprising nearly six hundred royal octavo pages, with a copious index and table of contents. The letter press is superbly executed, and the illustrations are excellent, especially the steel and wood cuts, the chromographs are not so good. The style is easy and graceful, and the author was evidently well prepared by previous study to do justice to the country and its celebrated localities. The work is accompanied by a new map of Palestine (28 by 48 inches) and a geographical index, giving every town and nation mentioned in Scripture, with every Scriptural reference, also the latitude and longitude calculated for the map.

Prices; cloth, 3 dollars and 50 cents, half calf antique 4 dollars 50 cents, turkey gilt 5 dollars, superb turkey antique 5 dollars 50 cents.

The work will be forwarded by the publishers by mail or express, prepaid, at 25 per cent. below the retail price. For sale, also, by Lyman Briggs, 90 Woodward Avenue, Detroit, Michigan, who will forward it, prepaid, on receipt of the price.

Rudiments of Mental Philosophy and Astronomy, designed for the younger classes in academies and for normal schools. By Denison Olmsted, LL.D., Professor of Natural Philosophy and Astronomy in Yale Colleges. Revised edition, with experimental illustrations. New York: Collins and Brother, 82 Warren Street. 1859.

This is a revised edition of the work which, for twelve years back, has been in use quite extensively in New England and New York. It presents in a simple style (avoiding, as far as practicable, technical terms) the most important principles of Natural Philosophy and Astronomy, and seems well adapted to instruct and interest the pupils in our common schools, into which these studies ought to be more generally introduced.

THE

Wisconsin Journal of Education

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THE MODEL TEACHER.

AN ADDRESS DELIVERED BEFORE THE WAUKESHA TEACHERS' ASSOCIATION.
BY L. A. PROCTOR.

FEW subjects have received more attention within the last half century than education. Men have speculated upon its influence in relation to the different forms of government, and, without exception, perhaps, have arrived at the conclusion that it is the basis of all free institutions. Then have followed many and splendid theories as to the best method of educating the masses. From theories upon education our attention has been attracted to speculations as to what should be the character and qualifications of educators. So that every individual, from the whimpering urchin to the profoundest philosopher, has drawn for himself a model teacher.

However amusing it might be to depict severally these model teachers, I will call your attention to one only, who from the number and respectability of his admirers demands more than a passing notice.

This model teacher is a person of respectable attainments in the different branches of study; he has entered the profession for life; no other vocation, however tempting, can lure him from his chosen pursuit; he has an enduring faith in the inherent goodness of humanity, and the omnipotent power of moral suasion; believes that love will have as *softening* an influence upon small boys and girls as it does upon those of larger growth; he is a philanthropist, and looks upon himself and his fellow teachers as forming an army of crusaders by whose prowess ignorance and superstition are to be annihilated, and free access to the

sacred shrine of learning given to all mankind; he believes that the well-being not only of his pupils, but of society, is in his hands; yea more, that his influence, gliding from age to age, may control the destinies of thousands who shall yet figure in the long drama of time; finally, that his responsibilities are fearful in magnitude and second to those of no other mortal. Such a model many an enthusiastic teacher has determined to copy —such a model many a philosopher has drawn as the one best suited to initiate humanity into the mysteries of literature and science.

To this model I have serious objections. I do not deem it necessary that a person, in order to become a good and successful teacher, should enter the profession with the intention of making it a life pursuit, any more than I deem it necessary that a person, in order to become a good and successful minister, doctor, lawyer, or mechanic, should enter either of these pursuits with the intention of following it for life. What person, when employing another of any profession, save that of a teacher, thinks of asking the absurd question, Sir, have you engaged in your calling for life? Yet if there is prepriety in one case there is in all. If a person is unqualified for a certain pursuit, engaging in that pursuit with the intention of making it the business of his life, will not qualify him for it. It is true the reflection that his maintenance depends upon it may stimulate him to do all in his power to become popular; but it is not the man who is most popular in his profession that is the most reliable, or worthy of employment. A man who needs such a stimulant to make him do his duty is not always to be trusted. Much is said of the experience which will be gained by the professional teacher; but the value of this, I apprehend is overestimated. Besides its importance consists chiefly in disciplining the judgment, and in affording an insight into human nature; and this may be accomplished outside of the school-room. The professional teacher, while gaining his fund of experience, is loosing much; for, disguise it as you will, the occupation bears heavily upon the body, and acts upon the mind as acid upon the polished steel. Hence it is that among the teachers outside of college walls, few are found who have passed the meridian of life; while a large majority are young men and women.

If enlistment for life is to be the test upon which one is to gain admittance to the profession, there will be an alarming scarcity of recruits; especially among the fairer sex; for who ever heard of a young lady engaging in teaching for more than a *very limited time?* Therefore, a model such as I have sketched could not be copied by a lady, for this reason alone I should pronounce it objectionable.

Again, I object to the model, because I can not see the necessity of a good teacher's having so wonderful a faith in the inherent goodness of humanity, when all experience goes to show the depravity of humanity, and the importance of punishment as a means to do away with the necessity for that punishment. I know that it is said that punishment is a relic of barbarism; that the model teacher should be a reformer; that instead of

following in the old and beaten way, he should proclaim to his pupils emancipation from the rod and the ferule; and the introduction in their stead of justice and love. With about as much propriety might it be urged that the executors of the law should be reformers, and proclaim to the world emancipation from all punishment for crime, and lay down the insignia of their office, with the sublime exhortation to all mankind, that they should *love* one another. I say this not because I am destitute of those finer feelings to which physical force is ever repugnant, but because I can not stultify my own experience, insignificant as it is, and doubt the truths of the many lessons of history.

Another objection to this model teacher is, that he is inclined to overestimate his influence, and consequently to assume too much responsibility. It is very common to talk of the potent influence of the teacher. But I am convinced that there is much more said than truth will permit. The connection of scholar and teacher is of that distant and formal nature which seems to me to be unfavorable to the formation of deep and abiding influences. Brought in contact with his pupils for a few hours each day, during a few months or years, having but little communication with them except such as is required for the imparting of instruction in their studies, the teacher must of necessity gain influence slowly, unless he be a person of superior talents. And in the system of rotation among teachers which generally prevails, the influence that a teacher does gain is soon obliterated by a successor. Therefore, I can not conceive it to be necessary for the teacher, every time he surveys his pupils, to fancy their posterity to remotest times passing before him, and each, with uplifted finger, saying beware, or we will plague thee by-and-by!

I do not wish to be understood as undervaluing the influence of the teacher, or making light of his calling; but I wish to protest against his influence being over-estimated, and his assuming, on that account, responsibilities which should rest on other shoulders than his own.

Home is the center of influence. It is there we acquire those habits of thought and action which, in a large majority of cases, follow us through all the ramifications of life, making all things seem dismal or glorious—hanging over life an impenetrable mystery, or endowing it with a meaning significant and sublime. I think I may safely assert that the collective influence of home is irresistible by any other influence that can be brought against it. There are few teachers who have not at times felt how utterly powerless they are to counteract this influence. Why is it, then, that in connection with the subject of education we must hear so much of the towering influence of the teacher, and nothing, comparatively, of that of the parent? Why is it that the teacher must be held accountable for things which have not the slightest relation to his calling? One might almost fancy, from what is often said upon this subject, that it is thought if by any means a scholar grows up, and becomes a vagabond or a pest to

society, his teacher should clothe himself in sackcloth, put dust upon his head, and do penance for the remainder of his life.

More should be said upon the part parents should act in educational matters, and less upon that of teachers. Judging from what is generally said upon occasions like this, I believe the latter are inclined to assume their full share of responsibilities. Let children be properly trained at home, and the teacher's time will not be employed, nor his brain racked to invent expedients to root out the vices and follies of indulgence, that he may find soil wherein to sow the seeds of knowledge. If it be urged that parents will not do their duty in this respect, then, I answer, it is no way to cure the evil for the teacher to do it for them. The teacher is but the sower of the seed of knowledge; it is for the parent to prepare the soil, and if he neglect his duty, let him reap the harvest of tares.

Objection is frequently made to employing, as teachers, young men who are pursuing a course of study, and who resort to teaching as a means of defraying their expenses, or as a stepping-stone to some other pursuit; as though it were a terrible thing for a person to engage in teaching with any regard to the remuneration. It is not a little amusing to hear a certain class of persons talk upon this subject. They seem to conceive a teacher to be a philanthropist in the broadest sense of the term, who teaches from a love of the calling and of humanity, and who receives his pay as a secondary or tertiary consideration. The logic of the objection mentioned seems to be this; if a young man, while pursuing a course of study engages in teaching, he does it because he wants money, and if he teach for money he cannot teach a good school. Let us see how this manner of reasoning will apply to another class of laborers. A farmer wishes to hire a person to help him on his farm; a young man, being out of money, calls upon the farmer, and offers to work for him for a certain sum; the farmer is willing to give it; but before closing the bargain he asks the young man why he wishes to work; the answer is, to obtain money; then replies the farmer, you can not work for me, for he who works for money will not be a faithful laborer. The cases are similar; the reasoning also is similar, and I submit whether it is not quite as profound in the former case as in the latter.

Truly it is most wonderful if young men, who have spent years over books have not the qualifications or the honesty to teach a good school, even though they do it solely for money, and make no pretentions to philanthropy. It seems to me that young men of the class I have mentioned are peculiarly fitted for teaching; for the labor they undergo to acquire their education is proof that they are interested in scientific and literary pursuits; and what a man is interested in, in that will he succeed, if in any thing. Again, if this class of teachers is to be proscribed, where are to be found the great number of teachers required for the district schools? For whatever may be said upon this subject, no class of persons will be found who will devote themselves exclusively to this business. Indeed, I

maintain that the man who would deliberately determine to make district school teaching his life pursuit, would be entitled to be considered either a philanthropist or a fool; for surely. as a pursuit, it offers not the slightest inducement either of wealth, honor, or reputation; unless it be the reputation of a traveler; as upon the system of rotation which I have before mentioned, a man would stand a fair chance, in the course of a lifetime, to be rotated around the United States.

Many of the most eminent men in our country's history have made teaching accessory to their elevation. But are we at liberty to suppose that they were unfaithful in this pursuit? Shall we censure them because they were ambitious and remained not in it? On the contrary, I honor a man for a pure ambition; and hold that it is not only his prerogative, but his duty, to rise as high as he honestly can. It is this rising of individuals that is to lift up the many. No stimulant is more potent with mankind than a splendid example: it is remembered when precept is forgotten it is followed when precept is spurned. And I hold that the teacher can exert no more powerful influence upon his pupils than by letting them see, that while he points them up the hill of science—while he urges them to fit themselves for positions of honor and distinction, he is ascending the same hight in advance, and aspiring to the same honor and distinctions which he recommends to them.

As I have found fault with what others deem the necessary qualifications of a teacher, it may not be improper for me to state what I deem those qualifications to be. He should be a person of sound judgment; able to control himself; having a proper regard for the responsibilities of *every* individual; he should be master of the branches he intends to teach; he should have a fund of general information and of the flowers of literature with which to embellish the rugged points in the course of study, and render it attractive, for of what avail is it for him, with lifeless formality, to urge upon his pupils the worth and beauty of that which, it is evident to them, has no attractions for him, or to hold up to their view the laurels that adorn the brows of the wise and great, while he makes no attempt to gain them himself? Above all he should be a man of earnest thought; and as that teacher of olden time, immortal Soc.ates, though surrounded by gross superstition, thought on until the gleamings of the light of immortality flashed upon his mind, then, with sublime assurance, pointed it out to his pupils, so should the teacher now search after truths, if, perchance he may have the joy to point *his* pupils to some glorious but hitherto undiscovered truth.

With such a teacher it would be a matter of trifling importance whether his labors were styled a work of necessity or love—whether they were undertaken for a month or a litetime. From such a teacher we should hear nothing of his unlimited influence or his weighty resposibilities, but his duties would be performed, and his responsibilities met as men in other positions perform and meet theirs, without any apprehension from th ghostly malice of coming generations.

It is strange what different tendencies humanity has had in different ages. A few centuries ago the genius of conversation controlled the minds of men, and the theories and institutions of the past were held sacred—then to be a reformer required the courage of a hero combined with the spirit of a martyr. Now the genius of reform predominates, and we hear much of progress. New theories and institutions are built upon the ruins of those which were of yesterday—now, if one would be conservative he must face the ridicule and satire of society. Truly this age has witnessed many great and noble reforms; but as, in ages gone, the spirit of unbounded conservatism circumscribed the minds of men and kept the nations in barbarism, so the spirit of reform, now rampant with success, unless it be checked may ere long involve in utter ruin some of the noblest institutions itself has helped to rear. And in nothing does this event seem more probable than in our educational system. So much good has been accomplished in this direction that mankind, whose tendency is always to extremes, have come to suppose that the ultimatum of success lies in one continued series of reforms, or rather of innovations. Men are inclined to despise all the lessons of the past, to cast aside the experience of their fathers for fear of being considered behind the spirit of the age. Truly that man is a fit subject for ridicule who with averted face passes through life, seeing no good but in the distant past. But the fear of becoming such a character should not deter the teacher from selecting from the wisdom of other times, whatever experience has proved to be of undoubted utility, and where he can, adapting it to the wants of the present. It is in this way that all true reforms are brought about—it is in this way that the educational system of the country is to be saved from the ruinous extremes of instability and superficialness.

I hold it to be one of the duties of the teacher, as well as one of the ends of education to impress upon the minds of the young the habit of thoroughness and staid fastness of purpose in all that they undertake. If the spirit of undiscriminating enthusiasm in the adoption of every new and splendid theory, is to be impressed either tacitly or by precept upon the rising generation, what reason have we to hope for the perpetuity of any of those institutions which are dear to us because they have cost humanity so much, and been so prolific in blessings.

The road to success in any pursuit lies not through flowering vales and over level plains, nor yet is it traversed by a lightning express. Especially is this the case in education. Learning is not to be won by proxy, nor by a transient flirtation. While she appears rather more smiling than she did a thousand years ago, still her sweetest smiles and her profoundest mysteries are reserved for those who, by their patient labor and unwearied attention, have shown themselves worthy of her approbation.

Unsophisticated manners are the genuine ornaments of a virtuous mind.

MISS KINDLY'S METHOD OF TEACHING CHILDREN TO READ.

HAVE you never visited Miss Kindly's school? You ought, then, certainly to go there the first opportunity. There are so many things that she does excellently well. You ought to see how she commences a new term; how early she is at her post, and how affectionately she receives her little ones, as they drop in one after another; with what real interest she inquires about their fathers, and mothers, and brothers, and sisters, and pets; what pleasant words she has adapted to each one; how patiently, nay, how enjoyingly she receives the deluge of kisses that has been gathering for her through the vacation, and how heartily she returns them; and how firm the conviction is in the minds of all the children, that, next to their own dear mothers (fathers are sometimes excepted), the very best friend they have in the world is Miss Kindly. The school reverently and piously opened, it is a treat to observe how immediately she brings her scholars, the new as well as the old, into school discipline, by setting them to march in exact order, to clap their hands in concert, and to perform other physical exercises at the word of command, while they are fancying, in their simplicity, that they are having a grand play. And so, in truth, they are.

Then you should hear one of her "Object Lessons." Taking a cap, or a glove, or a pencil, or an acorn, or a leaf, or a flower, no matter what, she will fix every eye upon it, and make it a key to unlock her pupils' minds, and to draw forth more thought and better expression than you would suppose them capable of. But the exercises which they seem to enjoy the most are what she calls her "Moral Lessons," but what they call "Miss Kindly's stories." Both names are equally appropriate. She tells a story illustrating some virtue or fault, and then appeals directly to the consciences of her pupils for their judgment upon it. Her method is essentially the same with that of Mr. Cowdery, in his admirable book of Moral Lessons, but, in accordance with the age of her scholars, is less elaborate.

"Did this boy do right?"

"Oh, no!" "No!" "No!"

"What ought he to have done?" They express their opinion.

"How would he have felt to be so treated himself?"

"Very badly."

"I hope you will never do so," etc.

One of the most marked characteristics of the school, is her method of teaching her little ones how to read, which seems to me to have more of

artistic beauty, and is certainly more successful than any that I have ever witnessed elsewhere. It is alike philosophical and practical; as, indeed, a true philosopher must lie at the basis of all correct practice. Having formed her "lambkins," as she sometimes calls her abecedarians into a class, she spends two or three days in such exercises with them as will lead them to feel perfectly at home, and train them to follow directions, to think together, and to express their thoughts. These exercises are partly vocal, partly gymnastic, and partly intellectual. They consist in repeating sentences, words, syllables, and elementary sounds, either individually or in concert; in various physical exercises; in object lessons; in story-telling; in simple lessons in counting and computing; in drawing lines on the slates, with which they are all furnished; in familiar conversation about home friends, and home scenes, etc. Having thus prepared the way, she introduces the lessons in reading somewhat as follows:

Miss K.—"Now, do you all say *ox*."

CLASS.—"Ox!" "Ox!" "Ox!"

Miss K.—"Who of you ever saw an ox?"

Most of the class raise their hands.

Miss K.—"Tell us, Charles, where you ever saw an ox."

CHARLES.—"Oh! we have two at home; and father yokes them and makes them plow, and draw hay, and potatoes, and wood."

When Charles has finished his account, the other children say where they have seen oxen, etc.

"How many horns has an ox?"

"Two; and he sometimes hooks with them."

"If one of his horns were sawed off, how many would he have then?"

"One."

"How many eyes has he?"

"Two."

"How many feet has he?"

"Four."

"How many horns have two oxen?"

"Four."

Having carried this conversation as far as she deems it useful, Miss K. turns to one of the class and says, "Now, Susan, would not you like to learn how to write *ox* on your slate, so that when you go home and show your slate to your mother, she will kiss you and say, 'Why, Susan, you have written *ox*?' "

"Oh, yes!" replies Susan, eagerly, and all the rest join.

"Well, then," says Miss K., going to the blackboard and taking a cray. on, "you must first make a round letter like this," drawing a large She uses the word "letter" without defining it, knowing that the children will learn its meaning, as they do that of other words, from its use, and that a formal definition would only confuse them.

"What does this letter look like?"

One suggests a wheel; another a round cake; others a cent, the moon

"Now, Susan, come and see if you can make a round letter."

Susan tries, and after her the rest. To each one Miss K. has a kind word for the effort, if not for the performance. They are then sent to their seats to try to make "round letters" upon their slates; some of their first attempts are, of course, rude and odd enough.

At their next lesson, after some preliminary conversation, Miss K. goes to the blackboard, where the **O** has remained as a model for the class since the last lesson, and says to them:

"Now I will show you how to make another letter. You must first draw a straight line, so," suitting the action to the word; "and then you must draw another straight line across it, so" making by the two lines a large **X** in its simplest form. "What does this letter look like?"

"Like father's saw-horse," says little Peter.

"Now, how many letters have I made?"

"Two."

"And these two letters mean *ox*. Henry, come and see if you can write **OX**.

Henry tries, and all the rest. They then return to their seats, and engage in attempts to write **O X** upon their slates. Miss K., as she passes them, notices and directs their work, and encourages tnem by kind words.

The time arrives for their third lesson. "What have you been learning to write?" asks the teacher.

"Ox."

"Now, all say as I do: *ox, ox,*" (not pronouncing the names of the letters, but separating their sounds), *ox; ox, o-x; o-x, ox; o-x, ox.*"

When, by repetition, her pupils have fully learned to separate these sounds into utterance and in their minds, Miss K. proceeds:

"This round letter means *o*," giving it the short sound of *o*; and this letter like a saw-horse means *x*," giving not the name, but simply the sound of the letter. "Now, William, you may take the pointer and point to the letter which means *o*; and you, Sarah, may point to the letter which means *x*."

The exercise is continued under a variety of forms, until the association is fixed in the minds of the children, between the written letters and their primary sounds. Miss K. then feels that the corner-stone has been laid for the building she has undertaken, and dismisses the class. Of the names of the letters not a word has yet been said. "It would only confuse the children," says Miss K., "to attempt to associate a letter with different sounds at the same time. And we shall have no need whatever of the names of the letters till we come to oral spelling, or to different sounds of the same letter."—A.C.—*Mass. Teacher.*

(*To be Continued.*)

TOPICAL RECITATION.—No. II.

EVERY custom, whether it be civil, religious, or educational, as well as every mathematical rule, should be based upon sound principles. Methods of instruction, to be successful, can not be at variance with the laws of mind, hence, it may be said with some truth, that the *teacher* needs, at the same time, to be a profound *metaphysician.* By this I do not mean that it is necessary that every teacher should have spent years in trying to fathom the depths of Hamilton, Brown, Stewart, Reid, Locke, Plato, and Aristotle; indeed, many a man understands the general laws of mental operations, though he may never have read a book in his life on that subject. Observation with a respectable share of common sense, will enable a teacher to adapt his method of teaching to the natural principles of mental culture, and yet many a sad mistake has been made by well-educated men respecting this. Such men have common sense enough, but they lack that observation which discovers *principles* as well as motives to *actions*, which looks back of the *effect* to its *cause.*

Topical Recitation, as a method of teaching, is based upon principles that are obvious.

1. *Mental discipline depends upon mental activity.* At first glance this seems to be merely a truism, that needs no discussion, but true and obvious as it may seem, there is much teaching in our country at variance with it. Many of the schools of our larger cities, and many country boarding schools are seemingly based upon the principle that mental discipline depends upon mental *in*activity. The studied contrivances to effect a grand display at the least mental exertion in many schools, can not have escaped the notice of the most casual observer—they have the show without the substance.

That "there is no royal road to learning," is an old saying that finds a ready response in the mind of every one that has ever tried to get an education. How often, too, do we hear it said that "nothing great is gained without labor!" In many other ways, and by the most eminent men, has the same idea been repeated, that labor is the price of success. Mental vigor, then, must come from mental labor, and by mental labor I mean something more than a mere memorizing the words of a particular textbook.

The great object of schools is to teach scholars to *think*, and not merely to show them "how to do the sums," nor to take them "clear through the book in *one* term," which is the great desideratum of many pupils and

not a few teachers. Now merely working examples, and reciting the answers as briefly as possible, to a few set questions, is, to say the least, rather doubtful in its effects on the mind. The process, at length, becomes scarcely more than mechanical, and has nothing in it that tends to excite real mental activity and the power of close investigation; indeed, the pupil is merely a machine, that turns out answers to be packed away in a "sum-book," like shingles in a bunk. He has gained little or no power from the exercise, so that every movement finally leaves him, like the machine, in his original position. He will always do the same thing in the same way, and think it the only way; but a mind disciplined by real exercise will be constantly finding new methods of procedure, and will gain power the more it exerts it, so that each succeeding effort is easier than the preceeding. The man that can not raise a weight of forty pounds today, can, after a little practice raise twice as much with greater ease; mental power is gained in the same way.

2. *Those methods of instruction are best that develop the faculties of the mind, the most symmetrically and perfectly.*

This principle, also, seems self-evident; indeed, it is the basis on which every teacher founds his method of teaching. But how various the methods! and their results, how unsatisfactory in many cases! One teacher's method tends to develop one faculty of the mind, another a different faculty, but how few have any reference at all to a symmetrical development of the intellectual and moral powers. One prides himself on his skill in teaching mathematics, and drills his pupils on "sums" and "answers," while the language, natural sciences, and general literature, are, in his opinion, of but little account, in the great work of mental discipline. Another thinks the classics constitute the great *summum bonum*, of an education, and hence he drives at "roots" and "terminations," and considers mathematics of little importance, and discourages the study of it, while natural science and English literature are merely secondary in value. Another dislikes mathematics and the classics, and teaches them with much indifference, and, of course, poorly, while natural science is his "pet," his "forte," and, as a consequence his notions of teaching are formed from one idea. Now, it is manifest, that neither mathematics nor the classics, nor natural science alone, can develop the mental powers symmetrically, as they should be, and that method of school management that gives undue prominence to one of those departments of study, to the neglect of others, must fail of its proper object. One teaches as if the great object in view is to cultivate the *memory of words;* another considers *skill* in working knotty problems the greatest good to be derived at school; another thinks the *imagination* alone needs cultivation, and sets pupils—especially the girls—to studying Alison on *Taste*, Burke and Cou-

sin on the *Beautiful*, and then to writing poetry, interspersed with a few lessons in Music, French, and Painting, and with a disgust for the "common studies," like Arithmetic, Grammar, History, Biography. The question, then, for every teacher to decide is, whether or not his course and methods of instruction are securing for his pupils that thorough mental discipline, which is to be expected from school education. *What to learn*, and *How to learn*, are problems whose solution is demanded at the hands of every teacher; they are the great test of his ability, the rock on which he will rise or fall.

3. *The faculties of the mind to be modified and developed by school exercises, may be classified as Moral, Reasoning, and Expressive.*

That all systems of education and methods of instruction *should* directly tend to the cultivation of these faculties will be admitted by all; but that all *do* have such a tendency no one can claim. Too many teachers take it for granted that the Reasoning faculty is the only one to be especially developed by the exercises of school, while the Moral and Expressive are not noticed. Such persons overlook the most important parts of their profession and duty, for youth are endowed with moral and expressive faculties that, first of all, need culture. Morality is an indispensable element in school, and is taught and enforced most efficiently by the example, conversation and general bearing of the various exercises of school. The teacher is but a moral or immoral "epistle, known, and read" of all the pupils most critically. With every lesson in arithmetic, in geography, in grammar, or in any other study, with every admonition given, or punishment inflicted, with every exhibition of possession or emotion, indeed, with his every action, the teacher is giving some lesson to the school either for morality or against it, a lesson whose principles are as readily and as surely imbibed by the young minds under his care as if taught in a more direct way. But what has recitation to do with the moral faculty? Very much, as a little observation will show. That plan pursued in recitations, by far too many, which tends to irritate and vex the scholars, and, at least, annoy the teachers, must have some influence on their minds and dispositions. To expect a scholar to understand all the questions of a text-book, and to show impatience when he does not, is a performance, not unfrequent in the school-room, but one that is its own commentary. If the pupil is encouraged to recite his lessons in his own language, without questions, that difficulty, at least will be avoided.

The Expressive faculty is too seldom recognized by teachers as a power to be cultivated in the recital of lessons, whereas, it is, in fact, of the most vital importance, and should be regarded as one of the main, if not the leading object of every recitation. It is plain to see that the method of recitations by "set questions and answers" rather checks and restrains

this faculty than otherwise, according to the principle that skill in any thing is the result of trial and effort; but to repeat the words of a particular book does not test one's own power of expression. Starting, then, upon the basis that mental discipline depends upon mental activity, that those methods of instruction are best that develop the mental faculties the most perfectly, and that those faculties, so far as giving instruction is concerned, are Moral, Reasoning, and Expressive. Topical Recitation will have superior advantages over the common method. It will be the object of my next article for the *Journal* to discuss those advantages.

FOND DU LAC., 1859. E. C. J.

A DEVELOPMENT OF THE FUNDAMENTAL NOTIONS OF GRAMMAR;

BEING AN INTRODUCTION TO BECKER'S SCHOOL GRAMMAR.

No. II.

Translated and Modified for the Wisconsin Journal of Education.

II.—RELATIONS.

§ 8. Under this term are comprised those relations in which the *thoughts* in part, and in part the *notions* in the thonght, are thought: hence a distinction between the relations of *thoughts*, and those of *notions*.

1. The relations of thought are of two sorts, to-wit:

a. Their relations to the *speaker*, *i.e.*, the different ways in which the thought is thought by the speaker, *e.g.*, as a *judgment*, or as a *question*, or as a *wish*.

The boy *sings*. *Does* the boy *sing?* *Let* the boy *sing*.

b. Their relations *to one another*, *i.e.*, those relations by which two thoughts may be joined in *one* thought.

The boy sings *and* dances. He sings, *but* does not play.

He is sick, and *therefore* does not sing.

2. The relations of *notions* are those relations by which the *general* notions of an activity, or of a being which are in thought, are *specialized* (re-

duced to *sub-classes*, or *individuals*). (§ 4.) These relations are called the *grammatical* relations of notions.

This day I'll make my master-shot, and win the highest prize within the entire circumference of the mountains.

The relations of *notions* are of two sorts, to-wit:

a. Relations of notions to the *speaker*, *i.e.*, relations of notions to the *speaking individual*, to his relation to space and time, and to the *manner* of *representing* peculiar to (proper for) the human mind.

The relation of the subject, as the *speaking* person (3;) the relation of *master-shot*, in so far as it is distinguished as a *particular* one (my) (the;) the time relation of the predicate as *future nearest* the speaker (this day;) the relation of the activity as one *willed;* (will;) and the relation of the *magnitude* of the prize in *comparison* with other prizes (the highest.)

b. Relations of notions to *one another*.

The general notion *make* is *specialized* by the subject (I, *i.e.* Tell) and by *master-shot; win* by *the highest prize; the highest prize* by *circumference;* and *circumference* by *mountains* and *entire*.

In relations of this sort we distinguish a notion which is *referred*, and another *to which* it is related, and finally the *form* of the relation, *i.e.*, the particular sort of the relation.

Remark.—Since in speech inflection, and form words equivalent to inflectional endings, are the p oper expression of relation (§ 2;) in grammar we always call that term of the relation the *related* term, in which the relation is expressed by the inflection, as in *will make*, or by a form-word, as in *within* the circumference.

Relations of Thoughts to the Speaker.

§ 9. Under the relations of *thoughts* to the speaker is comprehended the relation of the thoughts to the *functions of the human mind.*

The thought is according as it appertains to the *intellect* or to the *apprtitive faculty*, a thought of *knowledge*, or a thought of *desire*.

The Lord gives prosperity. The boy is industrious.
The Lord give prosperity. Be industrious.

1. The thought of *knowledge* is either a *judgement*, *i.e.*, an actual knowledge, or a *question*, *i.e.*, a thought which is to be completed to an actual knowledge only by a judgment required of a person addressed.

The earth revolves around the sun.—Does the earth revolve around the sun?

The thought of knowledge is further either a thought of the *speaker himself*, as in the examples adduced, or a thought *cited* by the speaker.

Philosophers maintain *that the earth revolves around the sun*
The boy asked me *whether the earth revolves around the sun?*

The thought of the speaker finally either *corresponds* to the reality, as in the examples above, or it does *not* thus *correspond*, but is in the relation of a reality only *assumed* by the speaker.*

The Romans *would have subjugated* Germany if Hermann had not beaten them. *Hadst thou* always thought better of man, thou wouldst have acted better. When *could I have said* that? I did not say it.

2. The thought of *desire* is either a *wish* or a command directed by the speaker to a person spoken to.

Peace *be* with you! Now go every one his way. *Trust* in God! *Be* compassionate!

The relations of the thought to the intellect and the appetitive faculty (to the knowing and feeling powers of the soul) are called the *mode-relations of the thought*, or the *mode-relations of predication.* (§ 2.)

The mode-relations of predication are expressed in the sentence by *modes*, and by the *arrangement of words*.

He *speaks* English. *Let* him *speak* German. *Speak* English. I *would speak* English if I could. *Does* he *speak* English? Oh! that he *spoke* English!

Relations of Notions to the Speaker.†

§ 10. The relations of *notions* to the *speaker* (§ 8) are either relations of *activity*, or relations of *being*.

The notion of an activity is related to the speaker in the *mode-relation*, *time-relation*, *space-relation*, and *quantity relation* of the *predicate*.

I. Under the *mode relation* of the predicate are comprised the *affirming* and *denying*, and the *possibility* and *necessity* of the predicated activity.

a. The activity is *affirmed* as a real activity of the being.

The child plays. The boy is sick.

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* "These two last cases lay the foundation for the use of the subjunctive mood, or more strictly for the conjunctive and conditional."

To the above cases might be added this; The thought of knowledge expresses the speaker's own knowledge of an object or a thought spoken of, *e.g.* I know John, I know the world moves.—*Tr.*

† Called elsewhere The relations of notions to the *thought* and *intuition-forms* of man.—*Tr.*

b. The activity is *denied* as a real activity of the being. The denial is denoted by the form-word *not.*

The child does *not* play. The boy is *not* sick.

The predication is often *negatory* only in relation to a *special limitation* of the predicate, or in relation to a *special limitation* of the subject.

The child does *not* play *gladly.* He does *not* play *every day. Not all* the chapters of history are thus important.

c. The predicate is affirmed or denied as a *possible* activity of the being.

The child *can* speak. A beast *can not* speak.

d. The predicate is affirmed or denied as a *necessary* activity of the being.

A tree without roots *must* die. Children *must* obey. The strong *must not* yield to the weak.

The *possibility* or the *necessity* of the predicated activity are of three kinds, to-wit:

a (*a.*) It is *real*, if it has its ground in the *nature*, or in the *acquired capacities* of the subject.

The bird *can* fly. All men *must* die.

b. It is *moral*, if it has its ground in a *will;*

(1.) in the will of the *subject.* I *can not* (wish not to) remain here.

The boy *will* play.

(2.) in the will of another, or in the *customary regulations* of things, or in *moral obligation.*

Thou *canst* (art permitted to) read the letter. The sick *must* take medicine. A judge *must* be impartial. One *must* keep his promise.

c. It is *logical*, if it has its ground in a *judgment.*

This field *may* have been a lake formerly. The ring *must* be *stolen.*

The possibility and necessity of the predicate is denoted by special *form-words*, namely: by *auxiliaries* of *mode*, and by the *adverbs of mode.*

He *can* dance, he *may* dance, but he *will* (*s*) not (to) dance. He *should* sing, but he *will* not. He *must* work. He has *perhaps* (*possibly*) found the ring.

2, Under the *time-relation* of the predicate is comprehended the relation of the predicate to the *presence* of the speaker; and we distinguish.

a. The present as the relation of an activity occurring in the presence of the speaker, *e.g.*:

The tree *blooms.* The child *sleeps.*

b. The *past*, as the relation of an activity which has preceded the presence of the speaker, *e.g.*:

When I *saw* the tree, it *was blooming*. The child *has slept*.

c. The *future*, as the relation of an activity following the presence of the speaker, *e.g.*:

The tree *will bloom*. The child *will sleep*.

The time-relations of the predicate are expressed

a. By special conjugation-forms of the verb, which are called *tenses*. These are either *simple* or *compounded* with special form-words, which are called *auxiliaries of tense*.

The tree *bloom-ed*. The child *fell*. The tree *has bloom-ed*. The child *had fallen*, etc.

b. By special form-words, which are called *adverbs of time*.

The child sleeps *now*. He will come *soon*.

3. In the *space-relation* of the predicate we distinguish.

a. The *place* of the activity, in so far as it is denoted as *near to* or *far* from the speaker, by *here* and *there* (*yonder*).

Here stood the shepherd, *there* lay his dog, and *yonder* were the sheep.

b. The *place* of the activity, in so far as it is referred to the space-relation of the speaker, and is denoted according to the antitheses of *above* and *below*, *before* and *behind*, *within* and *without*, by special *adverbs of space*, *e.g.*: *over*, *under*—and by *prepositions*, *e.g.*: *over* and *under*, (see § 14.)

Above are chambers, *below* is a cellar, etc.

c. The *direction* of the motion, according as it is denoted as direction *toward* the speaker, or turned *from* the speaker, by the *adverbs* of *direction*, *hither* and *thither*. Come *hither*. Go *thither*.

4. Under the *quantity-relation* of the predicate are comprised its *intensity* and its *frequency*.

The relation of the *intensity*, *i.e.*, of the inward greatness and strength of the activity, is of two kinds, to-wit:

a. *Absolute*, if it is conceived absolutely, without comparison.

The flower is *very beautiful*. He is *extremely modest*. He has treated me *most kindly*.

b. *Comparative*, if the activity in respect of its intensity is *compared* with another activity, or with the same activity in another subject.

He speaks more than he thinks. The speech is more entertain-

ing than convincing. He speaks more than his brother. He is the best of all.

The relation of intensity is denoted.

a. By form-words: I wonder *much.* He *scarcely* moves.

b. By that inflection of the adjective which is called *comparison.*

This dog is *larg-er* than a sheep—the *largest* of all.

The *frequency*, *i.e.*, the repetition of the same activity is denoted by *form-words.* (See § 14.)

I have *often* seen him, but have *seldom* spoken with him. He visits me *sometimes.*

The notions of the *being* are related to the *speaker*, which in the being, the *personal* relation, the *demonstrative* relation, *person* and *thing*, *gender* and the *quantity-relation* are distinguished.

1. Under the *personal relation* is comprised that relation of the being, according to which it is thought either as the *speakiug* person (I), or as a person *spoken to* (thou), or as a being *spoken of* (he, she, it.)

This relation is denoted by special form-words, which are called *personal pronouns*; *e.g.*: *I*, *thou*, *she*, *it*, and by the *inflectional forms* of the verbs, which are called the *personal forms* of the verb; *e g.*: I am, thou art, he is, thou speak-*est*, he speak-*eth.**

These relations, thus distinguished, are called the *grammatical persons first*, *second*, *third.*

2. The *demonstrative* relation comprises those relations of a being *spoken of*, to the *person speaking*, by which it is distinguished from every other being spoken of. This relation is denoted by form-words, which are called *demonstratives.*

I know *that one.* I give *this* to you. *This* stone is an opal. *Such* a tree bears no fruit.

The demonstrative pronoun (Ger, der, die, das)† is generally joined with *common nouns* (§ 6) in order to mark the being meant by the speaker as a *definite individual* of the whole class; and the pronoun is then called the *definite article.*

The being meant by the speaker is marked as an *indefinite individual* of

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* Few, indeed, in English. —*Tr.*

† In English the article (the) differs in form from the demonstrative (that). As in other tongues the demonstrative is the *older* word. As *an* and *a* have arisen out of *one*, so has *the* arisen out of *that* (Saxon *thaet*), or from some common root. So from the Latin *ille* come Italian *il*, *la*, *lo*; Spanish *el*, *la*, *lo*; French *le*, *la*. *The man* is less definite than *that man*, as *a man* is less definite than *one man.*—*Tr.*

its class by *a* or *an* (originally a numeral) which is called the *indefinite article.*

The speaker often asks of a person spoken to that he mark a being spoken of, and distinguish it from every other being spoken of by a demonstrative relation. The demonstrative relation put into question is then also denoted by special form-words, corresponding to the demonstrative pronouns, and called *interrogative pronouns.*

> *Whom* knowest thou? (*Him*). *What* do you give me? (*This* or *that.*) *Which* stone is an opal? (*This.*)

3. Man distinguishes in objects which he sees, *persons*, *self-active* like himself, and *things*, *not self-active*, but related *passively* to the self-active being. Language denotes this distinction in many ways, in word-forms, and forms of construction.

> *Whom* do you seek? *What* do you seek? I am looking for *somebody*, *nobody*, and *something*, *nothing*. I need *him*. I need *it*. I think of *him*. I think *thereof*, etc.

4. We distinguish in *persons natural gender*, as *masculine* and *feminine*. *Things* have no natural gender.

The distinction of gender is denoted in speech partly by *different names*, partly by *difference* of termination, and especially by the *personal pronouns* of the third person.

> Man, woman; father, mother; abbott, abbess; he, she, it.

Remark.—We distinguish natural gender in beasts, which stand in some way nearer to man.

5. The *quantity-relation* of the being is perceived by us in two ways, namely:

1. As *number*, if more and fewer *individuals* of the same class are thought. (§ 6.) The *number* is denoted

a. In a general way as *one* or *more* by the inflectional forms of *number*. The form denoting one is called the *singular*, that denoting *more* than one is called the *plural.*

b. In a special way, by special form-words, which are called numerals.

> A tree, trees; the book, the books: *two* trees, *many* trees.

2. As *quantity*, if the being is thought as *homogenous matter*, without distinction of individuals. (§ 6.) The quantity is denoted by special form-words.

> *Some* wine, *much* wine, *little* wine.

ALWAYS TEACHING.

THERE are two great schools, in one of which we are all scholars, and all teachers. Men, women, and children here must teach, here must learn, and here must graduate. Some are carelessly neglecting every good lesson and learning every bad one; always tardy or never present at the school of right; always punctual at, and never absent from the school of wrong. Never heeding, yet always teaching to others the lessons they have so carelessly learned. At the school of right lessons are sometimes learned slowly and only by persevering effort, sometimes by an overwhelming wave of experience a long stride is taken in education. From the moment our eyes first open upon the light of this world, until we close them, that we may see the invisible things of eternity, we are learning and growing wiser for good or for evil. And from the moment we first act freely and willingly, we teach, until, by an inglorious or by a triumphant death, we give our last lesson and pass to our "last examination."

But, in a more emphatic sense some of us are teachers. Rightly entered upon and rightly followed, ours is truly a worthy, a noble, and indeed a holy calling, but how has it been degraded; alas! how is it now degraded. Men and boys enter upon the duties and assume the almost boundless responsibilities of school teaching for "eighteen dollars a month," and some do it even because they are too lazy to dig potatoes or chop wood, and "tell it not in Gath," young women have taken upon themselves the risks of ruining mind and souls, because some people think it not quite so genteel to wash dishes and mop floors; may God have mercy on them. But there are those who with some sense of the fearful responsibilities they invoke, some appreciation of powers for good or evil they take into their hands, come to the work, not drawn by the glitter of a years salary —not attracted by the ease or emoluments of the office, but impelled by the hope that they can thus best fill their niche in the wide world of usefulness, and add their unit to the scale where hangs balancing the weal and woe of humanity. "Who is sufficient for these things?" Who with patient endurance can bear the sorrows and trials of a teacher's life. Not they, surely, who look for their reward here. They only who look to see the clay statues their unskillful hands wrought, transformed to angels of light by the touch of the invisible hand of God, at whose command they have done what they could. Teachers! you who with fresh hearts and untried hands have but just now put your shoulders to the wheel, there are discouragements, disappointments, tears in store for you.

You may try to polish your marble, but often and often it will crumble. You will look for the fruit of your labor and weeds only will sometimes seem to have grown from the seed you have scattered. Those under your care will come to seem part and parcel of yourself, and when they stumble in the path of virtue, or turn aside to other paths, you will suffer as surely and as keenly as if your hand or eye had offended. Will you now go forward? Then ask for a purified soul, for an overcoming patience, for an untiring zeal, and God speed and bless you. But it is not all darkness and trial before. Oh, no! the pleasures, the delights, far outweigh the sorrows, and they will be revealed to you. Work patiently, and though you see but weeds, be sure the flowers *are blossoming*, and their fragrance is ascending to heaven. If your clay crumbles, work but the more softly and patiently. "Go carve me a statue, one pure and rare!" said a king to an artist. The artist went, but having no marble, he did the best he might with clay. Then ashamed and grieved because it was only clay, he carried it to the king. "Where is my statue?" demanded the king in anger. "Have you brought one of clay only?" The artist fell upon his face and wept, telling the king how long and untiringly he had striven to make it worthy of his acceptance. "Then, since you had nothing but clay, look," said the king, "I will make it worthy of a place in my palace," and he touched the statue, and lo! it became pure marble. And thus may it be with the work from your hands, since 'tis for the King of Paradise you are moulding in clay for want of marble. E. L. B.

Superintendent's Department.

Office of Sup't of Public Instruction,
MADISON, *March*, 1859.

NOTICE TO TOWN SUPERINTENDENTS.

Town Superintendents will please forward to this Office, immediately after the election, the name and address of their successors in office. By complying with this request they will ensure the receipt of proper Blanks

for their towns, both for the Reports of the District Clerks and Town Superintendents.

According to a provision of the School Law, each Town Superintendent, and each District Clerk, is entitled to a copy of the *Wisconsin Journal of Education.* From and after the April Number the *Journal* will be sent *postpaid.* Town Superintendents will please forward immediately to this Office, the names and address of any District Clerks who do not now receive the *Journal.* Very respectfully,

S. H. CARPENTER,
Assistant State Superintendent.

SCHOOL FUND APPORTIONMENT.

The following is a correct list of the several sums apportioned of the School Fund Income to the several counties of the State:

Counties.	Children.	Apportionm't.	Counties.	Children.	Apportionm't.
Adams,	2271	$1454 44	Marathon,	335	214 40
Bax Ax,	3053	1953 92	Marquette,	2753	1761 92
Brown,	4776	3056 64	Milwaukee,	19,533	12,501 12
Buffalo,	713	456 32	Monroe,	2205	1411 20
Calumet,	2195	1404 80	Oconto,	645	412 80
Chippewa,	269	172 16	Outagamie,	2819	1804 16
Clark,	182	116 68	Ozaukee,	6548	4190 72
Columbia,	8887	5687 68	Pepin,	613	392 32
Crawford,	2794	1788 16	Pierce,	1038	664 32
Dane,	15,082	9652 48	Polk,	288	184 32
Dodge,	15,339	9816 96	Portage,	1951	1248 64
Door,	335	214 40	Racine,	8434	5397 76
Douglas,	174	111 36	Richland,	3656	2339 84
Dunn,	453	289 92	Rock,	14,023	8974 72
Eau Claire,	560	358 40	St. Croix,	1331	851 84
Fond du Lac,	11,944	7644 16	Sauk,	6707	4292 48
Grant,	11,010	7046 40	Shawanaw,	50	32 00
Green,	7280	4659 20	Sheboygan,	9165	5865 60
Green Lake,	4598	2942 72	Trempeleau,	549	351 36
Iowa,	7226	4624 64	Walworth,	9895	6332 80
Jefferson,	11,208	7173 12	Washington,	9119	5836 16
Jackson,	978	625 92	Waukesha,	10,211	6535 04
Juneau,	2837	1815 68	Waupaca,	3247	2078 08
Kewaunee,	1268	811 52	Waushara,	3213	2056 32
Kenosha,	5092	3258 88	Winnebago,	7913	5064 32
La Crosse,	2915	1865 60	Wood,	530	339 20
La Fayette,	7100	4544 00			
La Pointe,	37	23 68			
Manitawoc,	7005	4483 20		264,352	$169,185 28

The following Circular from the Superintendent will show the reason for the decrease per scholar from last year.

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.
MADISON, *March* 23*d*, 1859.

"*To Town Superintendents:*

"This year the apportionment per scholar is 64 cents, eleven cents less than last year, which is thus accounted for:—There is an increase of 23,000 children, while there is a decrease of the amount apportioned, in round numbers, $12,000. The Legislature last year transferred 25 per cent. of the Swamp Land Fund from the School Fund, and thus added to the Drainage Fund over $261,000, the annual interest on which amounting to over $18,000, is so much of a diminution of the School Fund Income. The Legislature, which has just adjourned, passed an act extending the time of paying interest on dues to the School Fund, which has considerably lessened the amount now apportioned. Very respectfully,

"LYMAN C. DRAPER.
Supt. of Pub. Instruction."

TO TOWN SUPERINTENDENTS.

Section 76, chapter 23 of the Revised Statutes, which permits Town Superintendents, in their discretion, to set apart a sum, not exceeding ten per cent. of the gross amount of the school money apportioned to the several school districts in their respective towns, has been repealed by the passage of the new Town School Library Law. This new law, from the nature of the case, can not go into effect until next year. A full account of it will be given in the May Number of the *Educational Journal.*

Home Department.

THE BURNS' PRIZE POEM.

IT was announced at the Centenary Festival at the Sydenham Crystal Palace, London, that the prize of Fifty Pounds, offered by the Company, had been unanimously adjudged, from among six hundred and twenty competitors, to Miss Agnes Craig. So little was the successful competitor in expectation of this result, that she was not aware of the fact, announced in the newspapers of the previous day, that the prize had been award-

ed to the poem bearing her motto, and she was not present at the Festival when it was read by Mr. Phelps, and a loud call was made for the author. Miss Craig is a native of Edinburgh, and during several years has contributed poetry to the *Scotsman* under the signature of "Isa." Little more than a year ago a volume of her poems was published by Messrs. Blackwood, and favorably received. In Edinburgh she earned a livelihood as a dressmaker, and her poetical talent and unassuming demeanor, joined to other excellent qualities, were appreciated by many friends with whom she was brought acquointed through her writtings in the *Scotsman*. About two years ago she removed to London, where she now resides, to become one of the Secretaries to the Association for the Promotion of Social Science. Her success on this occasion must be a source of gratification not only to her personal friends, but to all who rejoice in seeing humble and unpretending worth meet with its just reward. It is peculiarly appropriate, that the tribute singled out on such an occasion should be from the hands of a woman. The poem, we think, is eminently worthy of the honor awarded to it. The ode is a difficult form of composition, difficult to appreciate as well as to write. Miss Craig, we think, has succeeded admirably in a style in which many first class poets have failed. There is nothing strained, nothing turgid in her lines; the language is simple, and the thought has a pure and sustained fervor. It is curious to remark that both in the case of the Sydenham and Baltimore prize poems the successful competitors are from Edinburgh, and both belong to the working class.—[*Scottish American Journal.*]

ODE ON THE CENTENARY OF BURNS.

We hail this morn,
A century's noblest birth;
A Poet peasant-born,
Who more of Fame's immortal dower
Unto his country brings,
Than all her Kings!

As lamps high set,
Upon some earthly eminence—
And to the gazer brighter thence
Than the sphere-lights they flout—
Dwindle in distance and die out,
While no star waneth yet;
So through the past's far-reaching night,
Only the star-souls keep their light.

A gentle boy—
With moods of sadness and of mirth,
Quick tears and sudden joy—
Grew up beside the peasant's hearth,
His father's toil he shares;
But half his mother's cares
From his dark searching eyes,
Too swift to sympathize,
Hid in her heart she bears.

The God-made King
Of every living thing;
(For his great heart in love could hold them all);
The dumb eyes meeting his by hearth and stall—
Gifted to understand!—
Knew it and sought his hand:
And the most timorous creature had not fled,
Could she his heart have read,
Which fain all feeble things had bless'd and sheltered.

To Nature's feast—
Who knew her noblest guest,
And entertain'd him best,
Kingly he came. Her chambers of the east
She drap'd with crimson and with gold,
And poured her pure joy-wines
For him the poet-soul'd;
For him her anthem roll'd,
From the storm-wind among the winter pines,
Down to the slenderest note
Of a love-warble from the linnet's throat.

But when begins
The array for battle, and the trumpet blows,
A King must leave the feast, and lead the fight.
And with its mortal foes—
Grim gathering hosts of sorrows and of sins—
Each human soul must close,
And Fame her trumpet blew
Before him; wrapp'd him in her purple state;
And made him mark for all the shafts of fate
That henceforth round him flew.

Though he may yield,
Hard-press'd, and wounded fall,
Forsaken on the field;
His regal vestments soil'd;
He is a King for all.
Had he but stood aloof!
Had he array'd himself in armor proof
Against temptation's dart's!
So yearn the good; so those the world calls wise,
With vain presumptuous hearts,
Triumphant moralize.

Of martyr-woe
A sacred shadow on his memory rests;
Tears have not ceased to flow;
Indignant grief yet stirs impetuous breasts,
To think—above that noble soul brought low,
That wise and soaring spirit fool'd, enslav'd—
Thus, thus he had been sav'd!

It might not be!
That heart of harmony
Had been too rudely rent;
Its silver chords, which any hand could wound,
By no hand could be tun'd,
Save by the Maker of the instrument,
Its every string who knew,
And from profaning touch His heavenly gift withdrew.

Regretful love
His country fain would prove,
By grateful honors lavish'd on his grave;
Would fain redeem her blame
That he so little at her hands can claim,
Who unrewarded gave
To her his life-bought gift of song and fame,

The land he trod
Hath now become a place of pilgrimage;
Where dearer are the daisies of the sod
That could his song engage.
The hoary hawthorn, wreath'd
Above the bank on which his limbs he flung

While some sweet plaint he breathed;
The streams he wander'd near;
The maidens whom he loved; the songs he sung;—
All, all are dear!

The arch blue eyes—
Arch but for love's disguise—
Of Scotland's daughters, soften at his strain;
Her hardy sons, sent forth across the main
To drive the plowshare through earth's virgin soils,
Lighten with it their toils;
And sister lands have learn'd to love the tongue
In which such songs are sung.

For doth not Song
To the whole world belong!
Is it not given wherever tears can fall,
Wherever hearts can melt, or blushes glow,
Or mirth and sadness mingle as they flow,
A heritage to all?

GRAMMAR IN RHYME.

We advise every little grammarian, just entering on Murray, Brown, or Smith, or any of the the thousand grammars in use, to commit to memory the following lines, and then they never need mistake a part of speech. Who the author is we do not know, but he deserves immortality. With but one exception—"Thirty days hath September," etc.—it is the most useful poetical effusion we ever met with:

1. Three little words you often see,
   Are Articles—*a*, *an*, and *the*.
2. A Noun's the name of any thing,
   As *school*, or *garden*, *hoop* or *swing*.
3. Adjectives tell the kind of Noun,
   As *great*, *small*, *pretty*, *white*, or *brown*.
4. Instead of Nouns the Pronouns stand—
   Her head, *his* face, *your* arm, *my* hand.
5. Verbs tell of something to be done—
   To *read*, *count*, *sing*, *laugh*, *jump*, or *run*.

6. How things are done the Adverbs tell,
   As *slowly*, *quickly*, *ill*, or *well*.
7. Conjunctions join the words together—
   As men *and* women, wind *or* weather.
8. The Preposition stands before
   A Noun, as *or* or *through* a door.
9. The Interjection shows surprise,
   As, *ah!* how pretty—*oh!* how wise.
   The whole are called Nine Parts of Speech,
   Which reading, writing, speaking, teach.—*Ex.*

LETTER TO THE LITTLE FOLKS.

My Young Friend:—In one of my last letters to you, the printers give you a different idea from what I intended. It was a matter of no great consequence; but for fear it may be worse at some time, I have made up my mind to write better in future. I do not blame any one for mistaking words when they are not plainly written. Now, I want to say a word to you about what this has taught me. *Whatever you do, do it well.* "What is worth doing at all, is worth doing well."

If you pick up a basket of chips for your mother, how much nicer it is to have the chips laid in regularly. If you have many te pick up, the time you spend in arranging them will be made up in the larger number you can carry at a time. If you make a little dress or apron for your doll, it will make your doll so much neater and prettier to have its dress well made. One day I looked into a little girl's desk at school. Her books were neatly piled up in one end of the desk, the largest at the bottom and the smallest at the top. She had a little box, which she made herself, in which she kept her pencils, and india rubber, and dust cloth. When school commenced the little girl came in and took her seat. She was "as neat as a pin." When the hour for study came, she put her hands into her desk, without looking in at all, and drew out the very book she wanted. She was studying some time before a little neighbor of hers had found her book. I will tell you about this little neighbor at another time. It so happened, that a few days after I called to see the mother of this neat little girl. When I spoke to her of what I had seen at school, she replied:

"She is just so at home; I have always taught her, 'What is worth doing at all, is worth doing well."

She showed me some of her work. It was all very nice.

"Does she do all her work well?"

"Not always," was her reply. "She is sometimes careless and in a hurry, but what is not well done must be taken out and done again. She sometimes thinks it very hard, but there is no other way to get along, and she now begins to feel it. It is *haste* that makes *waste*."

A little boy, whom I see every day, one forenoon worked very hard piling wood. Just as he was putting on the last sticks, down came the whole pile. He had not started the pile right, and so lost all his labor.

A man and his two boys in Maine, went out one morning and built a long piece of stone wall. While they were eating their dinner, a little *mouse* ran over the wall. The *cat* spied the mouse, and ran after it. The *dog* seeing the sport joined in.

The wall was built of small round stones, so that it could not hold the weight of the dog. In a few moments *the three animals* destroyed all that the three men had spent half a day in building.

You may see from these stories, how much *time* may be saved by doing all things *well*. As my letter is getting long, I will leave the rest till next month.

PLATTEVILLE, *Mar.*, 1859. ONE WHO LOVES LITTLE FOLKS.

Mathematical Department.

Solution of Problem No. 6.—Mr. A. W. Whitcom's solution of problem No. 6, which appears in the January Number of the *Journal*, is erroneous. The correct rule for finding the time in which the pursuer will overtake the pursued, in all similar questions, is as follows:

Divide the velocity of the pursuer by that of the pursued; to this ratio add the cosine of the angle made by the intersection of their courses drawn through the starting point; divide this sum by the square of the ratio, less one; and multiply by the starting distance, which gives the distance the pursued will have run when overtaken by the pursuer. Or, if $m =$ the ratio, A the angle, and b the starting distance; then will the distance $d = b\,\frac{m+\cos. A}{m^2-1}$. If the pursued is running directly from the pursuer, cos.A

will be equal to 1; and $d=\frac{b}{m-1}$, a result which may be easily verified. Also, if they run directly toward each other, cos $A=-1$; and hence $d=\frac{b}{m+1}$. In the question before us, the ratio is $\frac{15}{10}=\frac{3}{2}$; the distance is $\frac{1}{8}$ mile, and the angle is 33° 45′; whence we have $\frac{1}{8}\times\frac{\frac{3}{2}+\cdot 83147}{\frac{9}{4}-1}=\frac{1}{8}\times\frac{9\cdot 32588}{5}=\cdot 233147$ miles, the distance the pursued will run. The time will be ·0233147 hours=1·398882 minutes. Mr. Whitcom's answer is very near the truth; but that it is so is purely accidental, as we shall see when we examine the process by which he obtained it.

The first error Mr. Whitcom makes is in assuming that the curve made by the pursuer is an arc of an hyperbola. If the equation $y^2=(x^2-a^2)$ tan.A tan. A' be the equation of an hyperbola, tan. A tan. A' will be equal to $\frac{b^2}{a^2}$; that is constant. A property which Mr. Whitcom has not attempted to prove belongs to the curve of the pursuer.

The second error consists in confounding the co-ordinate of a particular point with the *general* co-ordinate of the curve: as when he makes $x=\frac{2}{3}z+48\cdot 1075$, and $1\cdot 20268y=\frac{2}{3}z+48.1075$. But the most singular mistake of all is in finding an exact expression for the length of an arc of an hyperbola. This curve has always been considered unrectifiable; but Mr. Whitcom gives us this formula for computing it, viz.: $z=x\sqrt{\frac{b^4+b^2y^2+a^2y^2}{a^2y^2}}-a$; in which z is the required length; x and y the general co-ordinates of the curve, and a and b the semi-axes. If in this formula we make $y=0$, the value of z will be infinite instead of 0 which is its true value; and if we make $x=0$, $z=-a$. This result was obtained by considering the co-efficient of dx in the differential expression for the length constant; when in fact it contains y, and is, therefore, variable.

JAS. M. INGALLS.

[The correct solution of the above problem will be given next month.—ED.]

Solution of Problem No. 18.—Let x = the less number, and nx = the greater. Then by the problem $nx^2=n^2x^2-x^2$. Dividing by x^2 and transposing gives $n^2-n=1$, from which we readily find $n=\frac{1}{2}+\frac{1}{2}\sqrt{5}$. Again, by the question $n^2x^2-x^2=n^2x^2+x^2$. Dividing by x^2 and substituting $\frac{1}{2}+\frac{1}{2}\sqrt{5}$, for n we find $x=\frac{1}{2}\sqrt{5}$ and $nx=\frac{1}{4}(5+\sqrt{5})$.

L. CAMPBELL.

Editorial Miscellany.

THE Legislature adjourned on the 21st ult., closing a short and laborious session, and we hasten to give our readers the results of its action, so far as it relates to the subject of education.

The Normal School Law has been revised and amended so as to give the Board of Regents full power to employ one or more agents to visit institutions receiving aid from the Normal School Fund, to hold teachers' institutes, deliver lectures, etc.

An act was passed establishing a system of township libraries, to take the place of district libraries, the time for making the annual reports from districts and towns is changed; the power is given to the State Superintendent to re-examine, and if found qualified to grant a teachers' certificate to any person feeling aggrieved by the refusal of a Town Superintendent to grant such certificate, and a Town Superintendent is authorized to apply to the Superintendent of an adjoining town for a certificate qualifying him to teach in the town in which he resides. We have neither room nor time to comment upon these changes this month, nor (with the exception of township library system) are they worthy of more than a passing notice, affecting, as they do, those parts of the system which are of minor importance.

It was hoped by many that a re-organization of the whole school system would have been effected, and a bill for that purpose was introduced, but so late in the session that nothing could be done on account of the pressure of other matters. The bill introduced was drawn up by Mr. Pickett, of Horicon, one of the Board of Editors of this *Journal*, and was the fruit of much hard labor and patient investigation, and if adopted would have given harmony and shape to our heterogeneous mass of crude and disjointed agencies, called a school system.

Mr. Pickett is chairman of a committee appointed by the State Teachers' Association to prepare a revision of the school laws, and, assisted by Rev. J. B. Pradt, another member of the committee, has labored zealously to prepare such a system as we need in this State, to give efficiency to the agencies within our reach for educating the children of the whole people.

In our next issue we shall give an outline of the system, and we expect, during the summer, to present our readers a series of articles showing the necessity of a change in our school laws, and demonstrating the excellence of the plan prepared by Mr. Pickett.

An apology is due to our numerous correspondents for remissness in attending to their requests, but especially for a failure to send back Nos. of the *Journal* to those who have ordered them.

Having been honored with a seat in the Assembly, we felt it to be our duty to attend faithfully to the performance of the duties appertaining to that position, and consequently we have neglected to attend with promptness to other matters under our care. Hereafter we shall strive, by double diligence, to make amends for past remissness, and trust that there will not be any just cause of complaint in this respect in the future.

Wisconsin Institute for the Blind. See the article on this institution by the worthy Superintendent, Mr. Churchman.

FOND DU LAC, FEB. 12, 1859.

DEAR JOURNAL:—I wish to make known to your numerous readers, the doings of our city in educational matters, for we are determined to be second to no town in the State in furnishing to our children and youth, the advantages of a good education.

We have applied to the Legislature for the passage of a special act, consolidating the districts of our city into one, with the view of more perfectly establishing the Boston graded system of schools. The bill, prepared by an able committee, and finally approved, almost unanimously, has, I am informed, passed through one branch of the Legislature, and I hope soon to hear of its final passage.

Through the aid and direction of E. C. Johnson, M.A., Principal, of the High School just opened here, we hope soon to have a system of schools of which our city will justly be proud.

The two Union Schools, which were the highest we had till the High School was established, are being graded and made preparatory to the High School. New Primary Schools are to be opened for the accommodation of smaller children in each ward, so that we shall have the following grades: Primary, Intermediate, Grammar, and High School. Of the High School, which is now under successful operation we are justly proud. We were certainly most fortunate in securing the Principal, E, C. Johnson, late Professor of Latin and Greek in one of the leading institutions of New York City. His large experience and extensive reputation throughout New England and New York as a successful teacher and forcible writer, must bespeak for him a hearty welcome among the teachers of Wisconsin.

The revolution he has already effected in our schools, his tact, skill, and success in the management of the High School, attest his ability, and are securing for him the entire confidence of the friends of education in this vicinity.

From an article published under the sanction of the State Teachers' Association of Vermont, I extract the following:

"E. C. Johnson, so long the 'Model Teacher' of Rutland High School, and one of the most active and efficient of our Publishing Committee, we regret to learn, has accepted an appointment in one of the most prominent academies of

New York City. The State, and especially this association, will feel his loss deeply. In college he stood among the first, being the prize-man of his class; as a teacher he has no superior in the State, and his power as a pungent, practical writer and forcible speaker, is alike well known and admitted. He spared no pains to perfect himself in his profession. Before opening the High School at Rutland, he traveled extensively in this country, and gained such knowledge of the graded system of schools, that, with his large experience, he was enabled to establish it in Rutland to the entire satisfaction of the people there, and to build up a High School that is the pride of the town and an honor to the State."

Our High School here numbers about seventy-five, nearly as many as our building will accommodate, and a more ambitious and better disciplined school I do not believe can be found in the West. I have visited the famous Boston schools, have been a director of a High School in an Eastern city, but I have never seen a school under better management than Fond du Lac High School, though many places, even in our own State, surpass us in building and the various appurtenances of school.

Heretofore we have been behind many of our neighbors in school matters, it must be confessed, but we hope soon to be, at least, on a level with the best.

Yours truly, PATRON.

WAUKESHA, WIS., *March 17th*, 1859.

MR. EDITOR:—In the proceedings of the Waukesha Teachers' Meeting, of the 5th of last February, which were published in the *Journal* for March, the opinion is expressed that I delivered an able address, etc., etc., and my name being appended as secretary, would indicate that I am the individual who holds that opinion. Now, while I acknowledge that under most circumstances I have an ever present sense of my own mental, moral, and physical importance, I have *serious* doubts as to the propriety of so publicly expressing a private opinion. And I wish to say, that although, as the minutes inform you, I was elected secretary, it was at an advanced stage of the meeting, and I did not enter upon the discharge of the duties of that office at that meeting, nor did I see the minutes until after they were published, or I should have suppressed the puff, or insisted that the secretary *pro tem* should use his own name. Yours respectfully,

LEWIS A. PROCTOR.

[The address, which we publish this month, shows that the opinion expressed in the proceedings is a correct one, yet if we had paid more attention to them we should have noticed that Mr. P.'s name was signed to them, and should have withheld it.—ED.]

WISCONSIN INSTITUTE FOR THE EDUCATION OF THE BLIND.

THIS institution, located at the city of Janesville, has by a recent act of the Legislature, been again made free to all proper applicants from the State of Wisconsin.

The Institute is supported by Legislative appropriations, with the design of furnishing to the young blind of the State, whether native or foreign born, the same facilities for education as are enjoyed by seeing youth under her liberal system of public instruction.

The school course comprises all the branches which are necessary to a good English education, together with vocal and instrumental music. Instruction is also given in a variety of mechanical employments, whereby many will be enabled to procure a competent support after leaving the Institute; and especial attention is paid to the formation of personal habits so that the plan of education pursued, has reference to the moral and physical as well as the intellectual powers.

In the boarding department of the Institnte every thing needful for the promotion of the health, comfort, and convenience of the inmates is provided, and no pains are spared by the officers to make them as happy and contented as they could be at their own home. In case of sickness they receive prompt medical attendance, and are watched over with parental solicitude by the Superintendent and Matron.

No charge is made to citizens of the State for either boarding or tuition; but the friends of the pupils are expected to provide them with clothing, and defray their traveling expenses to and from the Institute.

The school session occupies about ten months of each year, commencing on the 1st Monday in September, and closing on the last Wednesday in June, thus leaving a vacation of over two months, which is spent by the pupils at their homes.

The rule pertaining to the ages of pupils embraces only those who are not under eight, or above twenty-one years, but exceptions are sometimes made in peculiar cases.

No person of confirmed immoral character is knowingly received into the Institution.

Persons wishing to make application for the admission of pupils, or to gain further information concerning the Institution, will address their communications to

W. H. CHURCHMAN, *Supt. of Institute for the Blind, Janesville, Wis.*

We have inadvertently neglected to notice the *North-western Home and School Journal*, a weekly quarto devoted to Literature, Education, Temperance and General intelligence, published at Chicago, by J. F. Eberhard.

Its tone is earnest and elevated, and the wide range of topics treated of in its columns, makes it a welcome visitor. Terms, single copy, $2,00; ten copies, $15,00.

The *Atlantic Monthly* for April is on our table, and is, we think, the best number of this volume. "Bulls and Bears," "The Minister's Wooing," and "The Utah Expedition," are continued. The Professor at the breakfast table gives one of his best and spiciest articles, and the remainder of its ample pages are filled with sound able, and interesting articles in prose and verse.

We learn from a Boston paper that the *Atlantic* has reached a circulation of 40,000, which is still increasing, and that Mrs. Stowe's new serial, "The Minister's Wooing," is being republished in England immediately upon its appearance here. We rejoice in the success of the magazine, because it richly deserves it, and our subscribers can not expend two dollars to better advantage than in procuring the *Atlantic* for a year.

The *Public School Advocate*, for March, is received. It is a neat and attractive eight paged quarto, "issued under the editorial care of the teachers and pupils of the Racine public schools," and is published by Sandford and Tapley, at the *Advocate* office, at $1 per annum, in advance.

Barnard's American Journal of Education for March is upon our table, and fully sustains its reputation. This is the first number of Vol. 6, and contains 19 articles, comprising histories of schools and school systems, biographies of distinguished educators and promoters of education, essays, etc. In the prospectus it was stated that each number would contain 256 pages, and be embellished with at least one portrait; this number contains five portraits (Mrs. Emma Willard, Seth J. North, Thomas H. Burrowes, Stephen Van Renselaer, and Wilbur Fisk), and 320 pages filled with valuable and interesting matter. Published quarterly, by B. F. Perkins, Hartford, Conn., at $4,00 a year in advance, or $4,25 postage paid.

Mr. Barnard's health is quite poor yet, and he is not expected in Wisconsin till settled weather.

ERRATA.—The author of the article on "Errors in the mode of teaching English Grammar," published in No. 6 of this volume, requests us to make the following corrections: On page 173, 19th line from bottom, for "practical" read "practicable;" On 175th page, insert "of" after neglect in 10th line from bottom; on 178th page insert "mind" after boisterous in the line of poetry. There are a few typographical mistakes also, which we regret very much, as it is too good an article to be thus mutilated. We shall pay more attention to proof reading in future.

Literary Notices.

The House. A Pocket Manual of Rural Architecture; or How to Build Country Houses and Out-Buildings. Embracing the Origin and Meaning of the House; the Art of House-Building, including Planning, Style, and Construction; De-

signs and Descriptions of Cottages, Farm-Houses, Villas, and Out-Buildings, of various cost, and in the Different Styles of Architecture, etc.; and an Appendix, containing Recipes for Paints and Washes, Stucco, Rough-Cast, etc.; and instructions for Roofing, building with Rough Stone, Unburnt Brick, Balloon Frames, and the Concrete or Gravel Wall. By the author of "The Garden," "The Farm," etc. With many Original Designs. New York: Fowler & Wells, Publishers, 308 Broadway. Price, in paper, 30 cts; in muslin, 50 cents.

This work closes the popular series of manuals to which it belongs, and is destined to meet an extensive patronage. It presents, in a small compass the substance of what is contained in many large and costly works, and is written in a style which will commend it to those for whom it is designed. It gives designs, accompanied by descriptions of houses, barns, poultry-houses, piggeries, ash-houses, ice-houses, and other out buildings of every size, style, and price, and is really a valuable work.

The series of "Rural Manuals" to which this belongs—"The House," "The Farm," and "Domestic Animals"—will be furnished to subscribers ordering them all at once, in paper for $1, in cloth for $1,75.

The whole series, bound in one large handsome gilt volume, under the title of "Illustrated Rural Manuals," may be had for $1,50. Address:

FOWLER & WELLS, 308 Broadway, New York.

The American Almanac and Repository of Useful Knowledge for the year 1859 Boston: Crosby, Nichols, & Co.

This well known annual visitor now makes its thirtieth appearance, and presents, as usual, a vast amount of information relating to the government, finances, legislation, public institutions, internal improvements and resources of the United States and of the several States. Nowhere else can be found such a variety and amount of information on topics of interest to all our people.

The Common School Arithmetic. A practical treatise on the Science of Numbers. By Dana P. Colburn, Principal of the Rhode Island State Normal School, author of Arithmetic and its Applications. Philadelphia: H. Cowperthwait & Co., 1858.

A plain practical treatise, especially adapted to classes in common schools. It presents, in the compass of two hundred and seventy-five pages, all of arithmetic that is necessary to be learned to fit the pupil for the business of life. Every principle and process is clearly demonstrated, every statement is clear and accurate, and the whole work gives evidence of a complete knowledge of the subject, and great care in its preparation on the part of the author.

We have been favored, by the same firm, through their agent, Mr. C. Peavy, with a copy of *Warren's Primary Geography*, a beautiful little quarto, of nearly one hundred pages, designed for classes in primary and intermediate schools.

It is written in an easy familiar style, is beautifully illustrated, and contains nineteen maps, giving the outlines of the principal countries on the globe, with capitals, rivers, and a few chief towns, etc.

A Practical Guide to English Pronounciation for the Use of Schools, and *Alphabetical Recitation List* to accompany the pronouncing guide. By Edward J. Stearns, A.M. Boston: Crosby, Nichols, & Co., 117 Washington Street.

These small, unpretending works contain a large amount of useful matter, and would be of great service if introduced into all our schools.

The former contains over five thousand words in common use, which are liable to be mispronounced, accompanied with rules and directions for their correct pronunciation. Also, an alphabetical list of the words given in the body of the work, divided into syllables, and the accent marked. The latter work consists of the same alphabetical list without the division of the words into syllables, or the accents, and is to be used by the student in reciting his lesson after having learned it in the other work. The use of these books would do much to break up bad habits already formed by older pupils, and prevent their formation by the younger pupils in our schools.

Elements of Mechanics, for the use of Colleges and Academies. By Wm. G. Peck, M.A., Adjunct Professor of Mathematics, Columbia College. New York: A. S. Barnes & Burr, 51 and 53 John Street, 1859.

This new work, from the hands of Professor Peck, is designed to occupy an intermediate position between the elementary works on Natural Philosophy and the extendes treatises on mechanics hitherto used in colleges.

In the preface the author, in stating his experience in teaching Natural Philosophy to college classes, says:

"The higher treatises were found too difficult to be read with profit, except by a few in each class; and the simpler treatises were found too elementary for advanced classes, and, on account of their non-mathematical character, not adapted to prepare the student for subsequent investigations. The present volume was designed to occupy the middle ground between these two classes of works, and to form a connecting link between the elementary and the higher treatises. It was designed to embraced all of the important propositions of elementary mechanics, arranged in logical order, and each rightly demonstrated."

A careful examination of the work has convinced us that the author has succeeded in his design, and has presented in this work an amount of information in regard to the elementary principles of mechanics, illustrated by copious examples, which commends the book to all our high schools, academies, and colleges, as just the thing they want. It is got up with the neatness and taste which characterize the publications of the well known firm (late A. S. Barnes & Co., now A. S. Barnes & Burr) whose imprint is on the title page

Subscribe for *Arthur's Home Magazine*. Every family should have it.

A very poor Patent Medicine requires a very strong "WRITING UP" to Make it go.

We candidly stated a fact in an advertisement in this Journal for January, 1859, *concerning the manner in which W. B. Smith & Co. did, in a circular, make Hon. Lyman C. Draper's recommendation of School Books for this State, read so as to place their books first on his list, whereas the recommendation of the Eclectic Books was only* SECONDARY *in every instance. W. B. Smith & Co. do not deny their unfairness in the matter, but become rabid in reply in the February Number of the Journal, and rail at us in most miserable taste.*

Had we hashed over and changed the numbers of our Readers, naming the 2d the 3d, the 3d the 4th, aud so through the series, ad ding only a few pieces for the sake of appearance, and called them "New Readers" had we changed the type and the covers of our Arithmetics, and left the text untouched, calling them "Revised Arithmetics," we might deem it necessary to write them up as well as we could, in flaming advertisements, and savage attacks upon every thing of the kind; but having made our books new *and* UP TO THE TIMES *in all respects, having employed the best talent upon them, and spared no expense to render them worthy of attention, and use on their own merits, we are willing to leave the books to speak for themselves, which they are doing every day.*

The NATIONAL READERS AND SPELLERS are rapidly being adopted by the best schools, not only in Wisconsin, but throughout the Union.

DAVIES' MATHEMATICAL SERIES still stands at the head in this department of text books, in the colleges, academies, and common schools of the whole United States. This series has received a valuable addition in the NEW UNIVERSITY ALGEBRA, *just published—a book all who examine admire*

We only ask Teachers and Boards to procure these books, examine and compare them, in respect to literary merit, durability. and price with others of the same kind, and we feel not the slightest "Alarm" as to what will be the result.

We wish to state, further, that in our Advertisement in the Journal, in which W, B S & Co. complain that we did not print the whole list *recommended, we only* proposed *to insert such of* our books *as were in Mr. Draper's list, and so* fairly stated.

For Descriptive Catalogue, or any books of the NATIONAL SERIES, please address,

A. S. BARNES & BURR, 51 and 53 John St., N.Y.

THE

Wisconsin Journal of Education.

VOL. III. MAY, 1859. NO. 11.

THE TRUE ORDER OF STUDIES.

BY REV. THOS. HILL, WALTHAM, MASS.

We take it for granted that there is a rational order of development in the course of the sciences, and that it ought to be followed in the course of common education. Starting from these assumptions, we seek to find what that order is, and arrive at the conclusion that there are five great studies for the human spirit—Mathesis, Physics, History, Psychology, and Theology—which must be pursued in the order in which we have here named them. This circle of five points must be embraced in every scheme of education, whether for the nursery, the subprimary school, the primary school, the grammar school, the high school, or the college. No one of them is to be omitted, in any school, until the student enters the professional school in which he is to prepare directly for the exercise of his profession or calling in life.

We also take it for granted that there is a natural order of development in the human powers, and that studies should be so arranged as to develop the powers in this order. Starting from this assumption, we arrive at the conclusion that the ability to receive impressions, that is, the perceptive power, first shows itself; next, a power to conceive or imagine; thirdly, the power of reasoning; fourthly, the power to decide and act upon the decisions of reason. Moreover, these faculties are called out in their proper order of development by taking the five branches of study in their proper order—and this harmony of the results of our two lines of inquiry is a presumptive proof of their correctness.

These are the conclusions at which we have arrived, and which we propose to illustrate somewhat at length in the present paper. Their great breadth and generality, and the demand which they make, upon those who accept them, to change the whole character of our education from the hour of the child's birth to the day of his gradation from college, must be our apology for the length of our remarks, and for our request that the reader should not dismiss them from his mind without a candid consideration of their value.

It is manifest that the faculties which are first developed should be first exercised by a judicious training. It is true that, in one sense, all the faculties are developed together—that glimmerings of reason, and faint indications of a will, are perceived in the youngest infant. Thus, also, in education, the child is to be treated from the beginning as a reasonable and free agent. But the perceptive powers become perfected in their action long before the reason is matured, or the will strongly developed. For the first few years of a child's life its principal occupation is that of learning to recognize material things by their forms. This natural education in geometry begins through the eye at the age of a few days; and, during the whole of childhood, the attention is strongly directed to those characteristics of bodies which appeal to the senses. By the age of fifteen the perceptive powers are frequently in their highest state of development. The powers of imagination are not usually manifested at all until the age of two or three years; never in a distinct form before the age of seven or eight months, and seldom, if ever, attain their fullest vigor before the age of twenty. The reasoning powers can not usually be shown to exist entirely distinct from the other faculties until the age of ten or twelve years, and seldom reach their perfection before the age of thirty. The will manifests itself, and comes to maturity no earlier than the power of reasoning.

Hence, nature herself indicates that the studies of the child should follow in such succession that his perceptive powers should first be exercised more than any other; that his imaginative powers should next be called into play; and that those studies which require reasoning, and those which treat of his responsibilities, should not be given him at too early an age. A man must first learn facts, then conceive hypotheses, before he can reason of abstract truths, and deduce laws of duty.

It is also self-evident that there must be a natural sequence or order of truths, or, as it has been called, a hierarchy of sciences. In our view of the whole field of knowledge, we see it divided into five great branches; Mathesis, Physics, History, Psychology, and Theology. Theology treats of the uncreated Creator, and of our special relations to Him. Psychology treats of man, who may be called the created creator. History deals with the thoughts and deeds of men; that is, with the creations of the created. Physics treat of the material world, that is, of the creations of the uncreated, with the creation in the usual sense of that word. Physics thus bear the same relation to Theology that History does to Psychology, and may

hence be called Natural History. Mathesis treats of that field of space and time in which the deeds of History and of Natural History are wrought; that is, if we consider time and space as having objective reality, Mathesis deals with the uncreating uncreated.

Now, all possible objects of human thought are comprised under one or another of these five heads, and these five studies logically precede each other in the order we have indicated. Mathematics must precede Physics, because conceptions of form, time, and number, necessarily precede any conceptions of material phenomena, which are subject to the laws of form, time and number. In other words, Mechanics treats of motion in straight lines or in curved orbits, of the transfer of force in various directions subject to the conditions of geometry, of the strength of materials in various forms, and of the adaptation of those forms to the purposes of art; all of which implies geometrical knowledge. Chemistry deals with definite proportions, with the laws of multiples, and of combinations, so that it necessarily requires a knowledge of arithmetic. Botany and Zoology in their morphology require both geometry and arithmetic; in their physiology, chemistry, and in both departments, mechanics.

As Mathematics thus necessarily precede Physics, so Physics must precede History. All that men do must be done in this world of ours, upon these materials set before us, while subject to the conditions of our material frame. All the thoughts of men must be expressed either by word, by symbol, or by a work of art; and of these even words imply a knowledge of the outward world, for all words were originally figurative. Hence, every historical study must be preceded by the knowledge of a certain amount of physical truth, that is, of Natural History. We might add that while the deeds of men are wrought by physical agents, a great deal of the thought of man has been expended upon physical theories; so that a just appreciation of human thought and action requires a knowledge of that material world which has been the theatre of men's actions, and the object of so many of their thoughts.

Again, Psychology requires a knowledge of Physiology and of History. We know nothing of the human soul save through its actions, interpreted by our own consciousness; including in its actions its thoughts as uttered in words. Lastly, Theology requires a knowledge of Psychology and of Natural History. For we can know nothing, by nature, concerning the Creator, in whose image we are made, except by first studying his works, and especially that image of Himself which He has placed within us. We may have religion with but little theology, but we can not have any theology at all, without some previous knowledge of ourselves, and of the other works of God.

It must be evident, therefore, that the Mathematics logically take the lead as the great and indispensable foundation of all learning. It is not only impossible to dispense with them, but impossible to place them any where else than at the beginning of all intellectual education. No man can

possibly attain to the knowledge of any thing in the world without first attaining some mathematical knowledge or power. That mathematical knowledge may have been gained unconsciously, and may not have arranged itself in a distinct scientific form in his mind; but it must be there, for there can not possibly be any intellectual life whatever upon our planet which does not begin with a perception of mathematical truth. A natural method of education requires us, therefore, to pay our earliest attention to the development of the child's power to grasp the truths of space and time.

Mathesis would naturally divide itself into three great branches, treating of space, of time, and of number. Geometry unfolds the laws of space; algebra those of time; and arithmetic those of number. Other branches of Mathematics are generated by the combination of these three fundamental branches. Now, geometry, arithmetic, and algebra, should be taught in a natural order. There is a difficulty in deciding, simply from the logical sequence, what that order is, because the fundamental ideas of the three studies are so nearly independent of each other. Pure algebra, as the science of time, can not, however, be evolved without reference to number and space; it will, to say the least, in the very process of its evolution, generate arithmetic. But geometry can be evolved without the slightest reference to time, although not, to any extent, without reference to number. The idea of number is one of the earliest abstractions from our contemplation of the material world.—*American Journal of Education.*

(*To be Continued.*)

PARENTAL RESPONSIBILITY.

Since the organization of schools and systems for the spread of knowledge, and the improvement of mind, there has been, perhaps, no one subject upon which more has been said and written, than that of the high responsibilities and duties of school teachers, while comparatively little has been considered with reference to the duties and obligations of school patrons.

The office of teacher is, indeed, one of high and sacred trust. God only can know the *weight of responsibility* felt by the true teacher. The greatness, the extent, and, at the same time, the complexity of the work overwhelm the soul, and cause the heart-searching inquiry, "who is sufficient for these things?" If to prepare the mind for the reception of knowledge —to break up the fallow ground of natural dullness and incapacity—to stir

up and present to the warming, quickening, and enlivening rays of light and truth the dormant strength and productive powers of the mind, and implant therein the healthful seeds of knowledge and virtue, were the only work assigned the teacher; then, even then, were their task arduous and great. But Oh! the *weeds*! the *weeds*! those noxious plants of vice and folly, which either choke out, and destroy utterly, or render deformed and sickly the precious plants of wisdom and virtue. How! oh, how! shall they be eradicated? how *kept out* from those tender and receptive soils, while strewn and nourished there by daily influence beyond the teacher's control? How, we ask, is this mighty task to be accomplished? How are those fetters upon the efforts of teachers—these clogs upon the wheels of the chariot of knowledge—these almost insurmountable hindrances to the triumph of light and right on earth, to be removed without an awakening on the part of parents and guardians as to *their* share in the work, and the absolute necessity of their co-operation with the teacher for its accomplishment?

An *awakening*, we say, for we do not think that the manifest neglect and deficiency in duty, on the part of patrons, arises, generally, from a willful desire to escape the yoke, but, as before intimated, from want of due consideration of the subject—a real *sense of obligation*.

To the parent the infant mind comes fresh from the hand of the Creator, pure, spotless, innocent—soft and impressible, receiving as readily and irerasably the impressions of truth, of virtue, of humanity, of nobleness, of manly integrity, of moral courage, perseverance, energy, and industry, as the blighting stamp of the opposite qualities. Whose fault is it, then, if at an early age the child reaches the school-room, already advanced in knowledge of evil. Why has the love of vanity and idleness taken the place in that young heart of the love of learning; that innate principle of the human mind, manifest in the young child by its countless "whys" and perplexing "what-fors," concerning every thing it sees or hears; a principle which, if rightly nourished, would grow with its growth, and strengthen with its strength.

Whose fault is it if the teacher finds it impossible to make that child love study? or, with the minutest explanations, more than half understand the plainest propositions of science? At whose door lies the charge of that child's training? Why is half its time spent in the street, or other common resorts of those whose communications corrupt *young minds and hearts*, as well as good manners? Who's to blame if such "child left to himself" (a part of the time, at least) brings his parents to shame, and becomes vain and negligent, and often perverse?

Christian parent! take thy child with thee to thy closet, and with its little hand clasped in thine, bow in the presence of thy God, and ask thy soul whose fault it is? And if ever that delicate plant expand in worth and beauty, in the light of knowledge and truth, whether the teacher *alone* must *labor* for it.

MILWAUKEE, 1859. C. A. ALWARD.

SCHOOL GOVERNMENT.

It is gratifying to observe even a *few* of the teachers of our State interesting themselves in the cause of education; and their inquiries and suggestions as to the most successful methods of teaching the various branches of school study, are well calculated to awaken a deeper interest among teachers, and to secure their improvement, and the consequent improvement of their schools. From the pages of the last year's *Journal* I have derived many valuable suggestions, which, on practical application, I have found beneficial and well founded. But there is one department belonging to the complicated duties of the teacher, which has not, I think, received the attention it deserves; and which appears, to one comparatively inexperienced in the business of teaching, as more perplexing, and attended with greater difficulties—especially to beginners—than any other one thing pertaining to the teacher's profession.

I allude to "School Government;" or the means necessary to preserve order and secure obedience in the school-room.

That "Order is Heaven's first law," is generally admitted; and that it *should* be the first law of the school-room is evident also; but notwithstanding the assiduous efforts of teachers to secure a recognition of this law on the part of their pupils, there are many who abandon the undertaking in despair, and declare it impossible. Now, the question is, what are the means best adapted to secure this great desideratum? It has been, and still is, a debatable question, whether corporal punishment is a necessary and indispensable branch of an efficient system of school discipline. I feel a moral repugnance to the old proverbial idea, "Spare the rod and spoil the child"—however wise its author—and yet I am not fully prepared to admit the doctrine that "moral suasion" is, in *all* cases, sufficient to restrain the wayward tendency of human nature.

This point being unsettled in my mind, I have taken, in practice, a middle ground; though ever leaning to, and wishing to be convinced of the potency of moral means.

Education is no longer looked upon as a mere training of the intellect only, but as a harmonious development and discipline of the moral, intellectual, and physical elements that combine to form the perfect model human being; and any system which does not *rightly* educate *all* these, must necessarily be deficient.

'Tis on the moral more than any other, that the governmental rules and requirements of a school have their influence; and hence, their choice and application should be made, with reference to these important bearings. We have conflicting theories upon this subject, which must be put to the

test in the school-room, where their merits will be decided; and from the teacher must come the final answer to this all important question.

Many, like myself, are in the maze of doubt and uncertainty, and would be glad to hear the subject discussed by those qualified by experience to throw light upon a matter deeply interesting to teachers, especially to novices in the profession.

HORICON, 1859. L. P.

PHYSICAL EDUCATION.

WE hear much said of the importance of Physical Education. It is generally admitted by educators that without a symmetrical development of the physical, moral, and intellectual powers, education fails to accomplish its true ends. Teachers, and those who have given their attention to the workings and results of the school-room, know that the close confinement, the injurious bodily positions allowed there, and the enervating effects of continued mental, without physical exercise, naturally enfeeble the health of scholars, and often sow the seeds of disease and death. If education looked alone to intellectual advancement, it would *then* be important to keep the bodily health good, since without good health it is impossible to make much mental progress. But as education is to develop and discipline the whole being according to the laws of nature, it follows that whatever results are contrary to these laws, are the offspring of a wrong education.

Now let us ask what are the schools in Wisconsin doing in the way of physical education? Except in a few instances, very little attention is paid in building school houses to proper ventilation. In many, and probably most common school buildings, one hour's time is sufficient for the scholars to consume all the pure atmosphere in the room, and poison what remains. Without any means for the admission of a supply of pure air, and the escape of that which has been poisoned, the scholars are obliged during most of the time spent in the school-room, to breath over and over again poisonous vapors, instead of the pure atmosphere of heaven, which is necessary to the maintenance of health.

Very little attention is paid to proper bodily positions and motions. Scholars are allowed to sit, stand, or walk in the most unhealthy, careless, or ungraceful manner.

Lastly, in how few schools do we find any thing like a regular system of exercises for development of the muscles of the body. We have seen in but one school a proper and thorough system of gymnastic exercises. This was in the Second Ward High School of Milwaukee. The system was in-

troduced by Prof. Kursteiner, M.D., formerly of Madison University. These exercises consist of various motions of the limbs and body, bringing into energetic activity all the muscles. Such a system, carried out as it is in this school, can not fail to keep up and improve the health; so that scholars coming from this school, instead of possessing feeble bodies, incapable of manual labor, will come from it sound and vigorous in body, and able to earn their living by physical labor, if they should be called upon to do so.

This article may look too much like complaining. But are we not in fault? The world is filled with the weak, the sick, and dying. Is it necessary that every generation shall grow weaker as well as wiser? How much of the physical suffering now so common can be prevented by proper physical education, is certainly worthy the consideration of teachers.

JANESVILLE, 1859. I. J.

READING.

NEARLY all the development of mind is secured through reading. In our early days we learn from the lips of parents and teachers, and as we pass on through life, we acquire ideas by observation and experiment; but too much attention can not be given to that source of information which is found in books and newspapers; it is through these that the world is becoming more enlightened. A person who will intelligently read our best publications and periodicals may become a learned scholar, though he live in obscurity, and has never been at school—and such is the progress of the expanding mind, that many who have never learned to read in childhood commence in manhood, and by their untiring exertions, when the implements of their labor are laid aside, enter upon study by the evening lamp, and thus store away valuable knowledge to be used as necessity or convenience demands.

The importance of reading should be carefully impressed upon the mind of the rising generation. To this effect teachers must wisely select their authors, and be ever well posted in regard to intelligence of every description. They need newspapers and journals of education, and other periodicals, as much as they do food and clothing. When any thing new or interesting comes before the public mind, it should likewise be presented to the school. Science, politics, and religion—inventions, discoveries, and expeditions—all present matter for thought, which even the *younger* pupils will generally relish.

By creating a taste among the young for positive learning—for the *real* and the *true*, we shall establish a basis for national sentiment—pure and elevated, and destroy that fruitful source of evil which exists in the novels and romances of the present day. H. S. Z.

Superintendent's Department.

NEW SCHOOL LIBRARY LAW.

[Published April 1st, 1859.]

CHAPTER CCX.

AN ACT to provide a permanent Township School Library Fund.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1, Ten per cent of the School Fund Income, subject to apportionment in the year 1860, and annually thereafter, together with the proceeds of a special State Tax of one-tenth of one mill on the dollar valuation, shall be, and are hereby set apart, for the purpose of establishing and replenishing Town School Libraries—the Books for which to be purchased by public authority, and distributed in some just proportion among the Towns and Cities of the State.

SEC. 2. A special annual tax of one-tenth of one mill on the dollar valuation, shall be, and is hereby levied upon the taxable property in the State, to be collected in addition to, and with the State tax levied annually to provide for the current expenditure of the State; and the proceeds of the said special tax are hereby appropriated annually for the purpose expressed in the first Section of this Act;

SEC. 3, After the present year, there shall be, and are hereby directed to be printed, folded and sewed by the State Printer, a sufficient number of extra copies of the Session Laws, Journals, Messages, and Documents of each year, to be placed in charge of the State Superintendent, to supply each town and city school library in the State with a set; and these volumes shall be substantially bound, in such manner as the State Superintendent, with the approval of the Governor, shall direct, at a cost not exceeding thirty cents per volume, to be paid out of the fund set apart by this Act for school library purposes.

SEC. 4. Section 76 of chapter 23 of the Revised Statutes is hereby repealed.

SEC. 5, This Act shall take effect and be in force from and after its passage and publication.

WM. P. LYON, *Speaker of the Assembly.*
E. D. CAMPBELL, *Lt. Governor and President of the Senate.*

Approved March 21st, 1859.
ALEX. W. RANDALL.

STATE OF WISCONSIN, } ss
SECRETARY'S OFFICE.

The Secretary of State of the State of Wisconsin, does hereby certify that the foregoing Act has been compared with the original enrolled Act deposited in this office, and that the same is a true and correct copy thereof, and of the whole of such original.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State, at the Capitol in Madison, this twenty-first day of March, A.D. 1859. [L. S.]

D. W. JONES, *Secretary of State.*

REMARKS ON THE WISCONSIN TOWN SCHOOL LIBRARY LAW.

THE new School Library Law, recently enacted by our State Legislature, has four prominent provisions, namely:

1. It provides a permanent Town School Library Fund, by setting apart for this purpose ten per cent. of the School Fund Income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of one mill on the dollar valuation of taxable property.

2. It provides that this fund shall be set apart specifically for establishing and replenishing *Town* School Libraries.

3. It provides that the books for these libraries shall be purchased by public authority, and not by the local School Boards as heretofore.

4. It provides that an extra number of the State Laws, Journals, and Documents, sufficient to supply each town and city school library in the State with a set, shall be printed by the State Printer, and delivered to the State Superintendent; and that these shall be substantially bound, under the direction of the State Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School Library Fund.

The precise manner in which the books shall be purchased and distributed, except that they shall be purchased "by public authority," and "disttibuted in some just proportion among the towns and cities of the State," is not specified in the Act. As the means for the first purchase can not, from the terms of the law, be collected and ready for use until next spring, it was thought best not to encumber the Act with details, which might have embarrassed and endangered its passage. These details, providing for the selection and purchase of the books, their distribution, and regulations for the management of the libraries, will be carefully con-

sidered by Hon. Henry Barnard, the Superintendent of Public Instruction; and Prof. J. L. Pickard, of the Platteville Academy, who have been appointed by the Legislature to make such revision of the School Laws of the State as they may think necessary, and report the same to the Governor in season to be by him submitted to the next Legislature for its consideration. It need only be said in this connection, that every precaution will be taken to guard the interests of the State, and prevent, by every restriction of law, the possibility of swindling or cheating in the contract for the books—for upon the faithful investment of this sacred fund will much of the popularity and usefulness of this law depend."

There probably never was a measure involving new and additional taxation that ever passed the Legislature with such great unanimity. The Superintendent's Report, which strongly urged the Town Library system, was not laid before the Legislature until three weeks before its adjournment; Mr. Barnard, who had been confidently expected here, and whose personal efforts and experience were greatly counted on in aid of the measure, was detained in Connecticut by severe illness; and the Library Law was not introduced until within eight working days of the close of the session—and notwithstanding all these untoward circumstances, yet this new measure—a tax measure, too, in these stringent times—passed both houses most triumphantly, by a vote of 19 to 13 in the Senate, and 51 to 10 in the Assembly; or, in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honor and gratitude by an intelligent and appreciating people.

This School Library Fund will amount to at least $35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property of the State. There will be something like $18,000 a year from the School Fund Income; and one-teuth of a mill tax on the dollar valuation, on $175,000,000 of taxable property in the State, as equalized last year, would realize $17,500—if the taxable property should be equalized, as it may be, at two hundred millions, then the income from the special Library Tax will amount to $20,000 annually. I should conclude that the Library Fund will reach not less than $40,000 a year, within the next three years. But estimating it at $35,000 it would give, on an average, to each of the 650 towns and cities of the State $53 per year in books at wholesale rates; and deducting the probable *pro rata* for the cities and villages, there would be about $40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1,333 persons for each town and city; and $40 or $50 per year in books, for this number would appear

but a very moderate investment. This amount, though small, will, nevertheless, afford a respectable beginning for a Town School Library, when a similar amount will be added annually thereafter.

A single volume may serve as many as twenty-six persons a year, each having its use two weeks; and many School Libraries have reported twelve times the number of books loaned annually that there were in the library—each volume, upon an average, having been taken out once a month during the entire year. In the reports of the Town Libraries of Indiana, occur such expressions as the following, which will not be lost on the public mind:

"Nearly all of the books have been drawn out as many as twenty-five times, many of them oftener, and many of the books are not permitted to remain in the library an hour before they are withdrawn."

Says another:

"Our library is doing more good than any thing that has ever been done by the Legislature of this State. Great interest is manifested in it here."

I may state as the result of ten years' experience of the District Library system in Wisconsin, that only about *one-third* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name—averaging less than 28 volumes each—and hence have utterly failed to fulfill the great mission of School Libraries. That what few books have thus been collected, have been procured at high prices of book pedlars, and have but too generally related to *Banditti* and *Robbers*, the *Pirate's Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

Had we continued the District Library plan in our State, and continued to leave the districts to procure a library or not, as they might elect, so long would the library system of Wisconsin, it seems to me, have proved a signal failure; but, with the *Town* Library plan, as it is in Indiana, Ohio, and Michigan, the State providing the libraries for each town, according to some just system of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenishing them annually, so as to keep each collection fresh and attractive, we shall have, in each library several times the number and variety of books that any district plan could ever possess. For instance, suppose each of a dozen districts in a town was to have ten new volumes for a new library, or for replenishing an old one—the same ten volumes that would be *best* and *cheapest* for one, would be *best* and *cheapest* for all; so that in all the twelve districts there would be, in truth, but *ten* different works; while upon the Township plan, there would be *a hundred and twenty* different

works for the same money. Any one can readily see how much more attractive the large number would be to both youth and adults; how many more tastes would be gratified; and how much more knowledge would necessarily be diffused among the people. The same amount of money expended on the district plan will, by a judicious State system, purchase one-third more volumes, besides securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the old district plan, we should always have had small and almost worthless libraries; by the Township system we shall soon have large, attractive, and invaluable collections; and instead of only about *one-third* of the State, as is now the case, having a few ill-chosen volumes, every town in Wisconsin will, by the new system, soon have its solid library of the choicest works to gladden the young minds of our two hundred and sity-four thousand children, and furnish mental food for our other six hundred thousand people.

I presume that provision will be made, that should the citizens of any town deem proper, they may sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities, and so in due time, the several sections, or sub-divisions of the Library, would be placed within the reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided super-added advantages.

As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof Read, of our State University:

"I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor's office, examining the most beautiful series of books—the *Indiana School Library*. A farmer from the remotest township of the county came in. After a little, I said to him:

"'Gentry, you are heavily taxed here in Indiana; I have been running away to Wisconsin, where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.'

"'Well,' said he, 'we *are* heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do, in our neighborhood, to pay our taxes.'

"'But,' I said to him, 'it will be the policy of this Legislature to diminish taxation.'

"He said, 'In all mercy he hoped so.'

"'They will begin upon your extravagant school system. Now, look at these books—what is the use of them? Do they do a particle of good?'

"'Let them," said he, 'cut off what else they please—let them even cut off the whole tax besides, *but the books we must have.*'

"He then told me, that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people."

And so it will be in Wisconsin. The people will never grumble at the School Library Tax, if the money is only wisely expended. The tax will be light—one cent on every hundred dollars, or twenty-five cents on every $2,500, of taxable property.

Such was the interest of Horace Mann in the subject, when requested to give an expression as to the value of Town School Libraries for Wisconsin, that though ill, he said he must write a word of good cheer, *as he held the plan to be worth many more times than his life.* George B. Emerson, with the zeal of a true philanthropist, urged upon our Legislature the speedy adoption of such a system. "I congratulate you and the State," writes Henry Barnard, "that your Legislature has enabled you to inaugurate a true library policy—altogther in advance, in its practical bearings and completeness, in time of any yet attempted." It is, indeed, an advance upon the efforts of our sister States, all things considered; for taking the three States which have adopted the township system, Wisconsin will raise more money by nearly one quarter than Michigan, besides having the advantage of the State purchasing the books, instead of the Township Boards, as is done in Michigan; it is in advance of Ohio, whose Library Fund is provided by imposing the tenth of a mill tax, while ours is raised by the tenth of a mill tax, and one tenth of the School Fund Income; and it is in advance of Indiana, not in the amount of tax raised, but in the permanency of the system, for in Indiana the Library Law is enacted to be in force only two years, and then has to pass the ordeal of securing a two years' renewal, and thus is subjected to the danger of overthrow by the caprice of the people, or through the mismanagement of those having it in charge. Our Wisconsin Library Law is in advance of all others in providing a copy of all State Laws, Journals, and Documents, substantially bound, for each School Library.

It is a noble and beneficent law, and will, I doubt not, yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin. I confess to

cherishing no ordinary feelings of hope and pleasure in view of the unspeakable good that must inevitably result from a judicious expenditure, every twenty-five years, of fully *one million of dollars* in books to scatter among our people—not less than a million and a quarter of volumes of the choicest literature of the age; and I envy not the man who can not partake of this feeling of hope and joy, in view of the prospective progress and happiness of his race.

LYMAN C. DRAPER.

MADISON, WIS., *April 4th*, 1859. *Supt. of Pub. Instruction.*

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the March Number.*)

ALTERATION OF DISTRICTS.

Q. If the alteration of a district is decided upon by the State Superintendent, is his decision thereon so final and conclusive as to prevent the Town Superintendent from ever after making any alteration?

A. The decision of the State Superintendent is final and conclusive only under the circumstances of the appeal; and under different circumstances the Town Superintendent may alter the limits of a district, although its limits may have been heretofore fixed in the decision of an appeal. In the decision of an appeal, all the circumstances of population, wealth, location of roads, etc., are taken into account, and whenever these are materially changed, the Town Superintendent might not be strictly governed by the former decision.

Q. In case of an alteration of two districts, in which the corporate property is very unequal, can there be no division of property, so as to reimburse those who may have paid largely in one district, and who are set into another district where they will immediately be called upon to pay another heavy tax?

A. The law only provides for a division of property where a new district is formed, either in whole or in part, from an old one possessing property. This law seems frequently to work injustice, and Town Superintendents ought to take all such facts into due consideration before proceeding to alter the limits of districts.

Q. Can the Superintendent of one town add territory to a joint district without the concurrence of the other superintendents?

A. A district may be altered in two ways; by adding to its territory or taking from it. And in either case the law provides that such alteration shall be made by the Superintendents of such adjoining towns.

Q. Will an alteration affect the apportionment if made before the Annual Report, but taking effect afterward?

A. That will depend upon the Report. If the Report included the part set off, the apportionment must be divided in a proper proportion; but if the Report did not so include it, the public money would not be divided. In all such cases the decision should be treated as null and void until the time when it goes into effect. This will avoid any confusion.

OFFICERS.

Q. Can a Town Superintendent be removed by the State Superintendent?

A. We know of no authority for removing a Town Officer by the State Superintendent. The statutes declare a vacancy in certain cases, for instance, during absence or inability. Nor is there any thing in the law distinctly authorizing the Board to remove an officer for neglect of duty, but the decision of the State Superintendent, following the spirit of the law, is a sufficient guide as to the course of an appeal in such cases.

Q. Can the district vote to dismiss a qualified teacher, and compel the Board so to do?

A. The law expressly guards against any such proceeding. If a teacher has been regularly hired, he can not be dismissed by the district, nor by the Board, except he be paid wages for the full time for which he was hired. If the Board select a poor teacher, the only way the district can dismiss him, is by having his certificate annulled after proper re-examination. Districts should, therefore, be extremely careful to select competent and impartial officers.

Q. If complaints are made against a teacher, can the Town Superintendent notice them or not as he sees fit?

A. If complaints are properly lodged, the Town Superintendent must give a copy of the charges, and appoint a time and place for giving them a hearing, and act according to his best judgment in the premises.

Q. Can the Town Superintendent teach school in his town, provided he has a certificate from his predecessor?

A. The Town Superintendent can not qualify himself, but there is no legal objection to his teaching so long as his certificate from his predecessor holds good, but no longer. Still, it is never advisable, as he is chosen to be the guardian and overseer of the schools in the town. Any exclusive engagement, in any one school will, of course, so occupy his time as to seriously interfere with a proper visitation and inspection of other

schools, besides being liable to beget a feeling of jealousy, and complaints of unfairness. There may be cases where it may seem absolutely necessary for the Town Superintendent to teach, but unless it is under a pressing necessity, the precedent should not be established.

Q. If the decision of the Town Superintendent is plainly illegal, is it binding if not appealed from?

A. Certainly. It is not to be presumed that the Town Superintendent would make a decision, knowingly, which is illegal, and the law holds all his decisions legal until reversed by the State Superintendent. The remedy of appeal is held to be sufficient against any injustice in the decision of a Town Superintendent, or in the action of a district meeting.

Q. Can the Town Treasurer use the School Tax to pay the State Tax?

A. He can not. Upon settlement the money paid to the Town Superintendent and the delinquent list must precisely balance the Assessment Roll. There is no reason why the School Tax should be thus infringed upon. The statute makes it the duty of the Town Treasurer to pay over the full amount of the school money as soon as collected.

Q. In case a district or a Town Officer refuses to carry out a decision of the State Superintendent, what course must be taken to enforce it?

A. The writ of *Mandamus.* An action can not be brought in court. If the question is upon the payment of money, a suit can not be brought to recover it, upon the decision of the State Superintendent, but the proper remedy is to proceed by *mandamus.* The law by making the decisions of the State Superintendent "final and conclusive," confers upon that officer sole jurisdiction, and no appeal lies from his decisions to any court of law.

Q. Can a District Treasurer refuse to pay a regularly drawn order on the Treasury?

A. Not if there is money in the treasury? He can not go behind a regular order to test its legality or propriety. If there is any error, the order is a sufficient voucher for him.

Q. In case, by a mistake in the Report, a district draws more money than it is entitled to, what shall be done with it?

A. Under such circumstances, when the mistake was unintentional, it is advisable for the Town Superintendent to remit the overplus to the State Treasurer, stating the reasons, to be added to the principal of the School Fund. If the false return was wilfully made, it will be the duty of the Town Superintendent to enforce section 92 of the School Law.

Compiled from the records of the Department, by

S. H. CARPENTER,
Assistant State Supt. of Public Instruction.

WEBSTER'S DICTIONARIES.

THE Legislature has authorized the purchase of 600 copies of *Webster's Unabridged Dictionary*, for completing the supply to the deficient districts of the State. Over 400 applications are already on file. Let the Town Superintendents make application without delay for such districts in their respective towns as have not been already supplied, making affidavit to the same. No applications should be made for a joint district, unless the school-house is located in the town of the Town Superintendent applying for the same.

Particular directions should be given how to forward the dictionaries applied for—they can not, as some imagine, be sent by mail; and the cost of conveyance must be paid by the towns entitled to them.

LYMAN C. DRAPER,
Supt. of Pub. Instruction.

TO TOWN SUPERINTENDENTS.

Section 76, chapter 23 of the Revised Statutes, which permits Town Superintendents, in their discretion, to set apart a sum, not exceeding ten per cent. of the gross amount of the school money apportioned to the several school districts in their respective towns, has been repealed by the passage of the new Town School Library Law. This new law, from the nature of the case, can not go into effect until next year.

S. H. CARPENTER,
Assistant State Superintendent.

Dr. Charles Mackay, the song-writer, and Colonel Hiram Fuller, formerly editor of the *Evening Mirror*, in New York, are about to establish an Anglo-American newspaper in London. One issue will inform the English people of what is happening in America, and the other will apprise Americans of what is going on in England.

Home Department.

ROMANCE.

BY MRS. H. B. STOWE.

THERE is no word in the English language more unceremoniously and indefinitely kicked and cuffed about, by what are called sensible people, than the word *romance*. When Mr Smith or Mr. Stubbs has brought every wheel of life into such range and order that it is one steady, daily grind—when they themselves have come into the habits and attitudes of the patient donkey, who steps round and round the endlessly turning wheel of some machinery, then they fancy that they have gotten "the victory that overcometh the world."

All but this dead grind, and the dollars that come through the mill, is by them thrown into one waste "catch-all," and labelled *romance*. Perhaps there was a time in Mr. Smith's youth—he remembers now—when he read poetry, when his cheek was wet with strange tears, when a little song, ground out by an organ-grinder in the street, had power to set his heart beating and bring a mist before his eyes. Ah! in those days he had a vision!—a pair of soft eyes stirred him strangely; a little weak hand was laid on his manhood, and it shook and trembled; and then came all the humility, the aspiration, the fear, the hope, the high desire, the troubling of the waters by the descending angel of love, and a little more and Mr. Smith might have become a man, instead of a banker! He thinks of it now, sometimes, as he looks across the fire-place after dinner and sees Mrs. Smith asleep, innocently shaking the bouquet of pink bows and Brussels lace that waves over her placid red countenance.

Mrs. Smith wasn't his first love, nor, indeed, any love at all; but they agree reasonably well. And as for poor Nellie—well, she is dead and buried—all that was stuff and romance. Mrs. Smith's money set him up in business, and Mrs. Smith is a capital manager, and he thanks God that he isn't romantic, and tells Smith Junior not to read poetry or novels, and to stick to realities.

"This is the victory that overcometh the world"—to earn to be fat

and tranquil, to have warm fires and good dinners, to hang your hat on the same peg at the same hour every day, to sleep soundly all night, and never to trouble your head with a thought or imagining beyond.

But there are many people besides Mr. Smith who have gained this victory—who have strangled their higher nature and buried it, and built over its grave the structure of their life, the better to keep it down.

The fascinating Mrs. T., whose life is a whirl between ball and opera, point-lace, diamonds, and schemings of admiration for herself, and of establishments for her daughters—there was a time, if you will believe me, when that proud, worldly woman was so humbled under the touch of some mighty power, that she actually thought herself capable of being a poor man's wife. She thought she could live in a little, mean house, on no-matter-what-street, with one servant, and make her own bonnets and mend her own clothes, and sweep the house Mondays, while Betty washed, all for what? All because she thought there was a man so noble, so true, so good, so high-minded, that to live with him in poverty, to be guided by him in adversity, to lean on him in every rough place of life, was a something nobler, better, purer, more satisfactory than French laces, opera-boxes, and even Madame Roget's best gown.

Unfortunately, this was all romance—there was no such man. There was, indeed, a person of very common, self-interested aims and worldly nature, whom she had credited at sight with an unlimited draft on all her better nature; and when the hour of discovery came, she awoke from her dreams with a start and a laugh, and ever since has despised aspiration, and been busy with the *realities* of life, and feeds poor little Mary Jane, who sits by her in the opera-box there, with all the fruit which she has picked from the bitter tree of knowledge. There is no end to the epigrams and witticisms which she can throw out, this elegant Mrs. T., on people who marry for love, lead prosy, worky lives, and put on their best cap with pink ribbons for Sunday. "Mary Jane shall never make a fool of herself;" but, even as she speaks, poor Mary Jane's heart is dying within her at the vanishing of a pair of whiskers from an opposite box—which whiskers the poor little fool has credited with a *resume* drawn from her own imaginings of what is grandest and most heroic, most worshipful in man. By-and-by, when Mrs. T. finds the glamour has fallen on her daughter, she wonders; she has "tried to keep novels out of the girl's way—where did she get these notions?"

All prosaic, and all bitter, disenchanted people talk as if poets and novelists *made* romance. They do—just as much as craters make volcanoes—no more. What is romance? whence comes it? Plato spoke to the subject wisely, in his quaint way, some two thousand years ago, when he said, "Man's soul, in a former state, was winged and soared among the

gods; and so it comes to pass, that, in this life, when the soul, by the power of music or poetry, or the sight of beauty, hath her remembrance quickened, forthwith there is a struggling and pricking pain as of wings trying to come forth—even as children in teething." And if an old heathen two thousand years ago, discoursed thus gravely of the romantic part of our nature, whence comes it that in Christian lands we think in so pagan a way of it, and turn the whole care of it to ballad-makers, romancers, and opera-singers.

Let us look up in fear and reverence and say, "God is the great maker of romance. He, from whose hand came man and woman—He who strung the great harp of Existence with all its wild, and wonderful, and manifold chords, and attuned them to one another—He is the great Poet of life." Every impulse of beauty, of heroism, and every craving for purer love, fairer perfection, nobler type and style of being than that which closes like a prison-house around us, in the dim, daily walk of life, is God's breath, God's impulse, God's reminder to the soul that there is something higher, sweeter, purer, yet to be attained.

Therefore, man or woman, when thy ideal is shattered—as shattered a thousand times it must be—when the vision fades, the rapture burns out, turn not away in skepticism and bitterness, saying, "There is nothing better for a man than that he should eat and drink," but rather cherish the revelations of those hours as prophecies and foreshadowings of something real and possible, yet to be attained in the manhood of immortality. The scoffing spirit that laughs at romance, is an apple of the devil's own handing from the bitter tree of knowledge—it open the eyes only to see eternal nakedness.

If ever you have had a romantic, uncalculating friendship—a boundless worship and belief in some hero of your soul—if ever you have so loved, that all cold prudence, all selfish worldly considerations have gone down like drift-wood before a river flooded with new rain from heaven, so that you even forgot yourself, and were ready to cast your whole being into the chasm of existence, as an offering before the feet of another, and all for nothing—if you awoke bitterly betrayed and deceived, still give thanks to God that you have had one glimpse of heaven. The door now shut will open again. Rejoice that the noblest capability of your eternal inheritance has been made known to you; treasure it as the highest honor of your being, that ever you could so feel—that so divine a guest ever possessed your soul.

By such experiences we are taught the pathos, the sacredness of life; and if we use them wisely, our eyes will ever after be anointed to see what poems, what romances, what sublime tragedies lie around us in the daily

walk of life, "written not with ink, but in fleshy tables of the heart." The dullest street of the most prosaic town has matter in it, for more smiles, more tears, more intense excitement, than ever were written in story or sung in poem; the reality is there, of which the romancer is the second-hand recorder.—*From "The Minister's Wooing."*

AFTER THE RAIN.

The rain has ceased, and in my room
The sunshine pours an orange flood;
And on the churches dizzy vane
The ancient cross is bathed in blood.

From out the dripping ivy-leaves,
Antiquely carven, gray and high,
A dormer, facing westward, looks
Upon the village like an eye:

And now it glimmers in the sun,
A globe of gold, a disc, a speck:
And in the Belfry sits a Dove
With purple ripples on her neck.

T. B. Aldrich.

TRUSTEES OF INSANE HOSPITAL.

The Governor has appointed under chapter 218 of the general laws of 1859, the following persons as Trustees of the Insane Hospital:

For three years from April 4, 1858: Leonard J. Farwell, Madison. Edward P. Allis, Milwaukee. Levi Sterling, Mineral Point.

For two years from April 4, 1859: Chauncey Abbott, Madison. John P. McGregor, Portage.

For one year from April 4, 1859: Thomas Hood, Madison. Charles D. Robinson, Green Bay.

Mathematical Department.

Another Solution of Problem No. 16.—Since $3\frac{1}{3}$ acres will pasture 12 sheep four weeks, 12 sheep $\times 4 = 48$ sheep will eat the same in one week. By the problem 10 acres will pasture 21 sheep 9 weeks, therefore, $3\frac{1}{3}$ being $\frac{1}{3}$ of 10, $3\frac{1}{3}$ acres will pasture $\frac{1}{3}$ of 21 sheep 9 weeks, or 63 sheep one week. We have now found that if to $3\frac{1}{3}$ acres of grass we add its growth for nine weeks, it will pasture 63 sheep one week, but if we add its growth for four weeks, it will pasture only 48 sheep one week. It is, therefore, evident, that the growth on $3\frac{1}{3}$ acres for $(9-4)=5$ weeks will pasture $(63-48)=15$ sheep one week. Hence $\frac{4}{5}$ of 15 sheep $= 12$ sheep will be fed one week on the growth of $3\frac{1}{3}$ acres for four weeks, or 3 sheep one week on one weeks growth. Now $48-12=36$ the number of sheep that the original quantity of grass on $3\frac{1}{3}$ acres will pasture one week. From the above we learn that the original quantity of grass on $3\frac{1}{3}$ acres will pasture 36 sheep one week. Hence the original quantity of grass on each acre is just=to 12 times its growth per week. Therefore, 24 acres+18 weeks growth$=2\frac{1}{3}$ times the original quantity of grass on 24 acres.

Hence, $\left(\frac{24}{3\frac{1}{3}} \times 36 \times 2\frac{1}{3}\right) \div 18 = 36$ the number of sheep required.

L. Campbell.

[By a mistake 35 was given instead of 36, the true answer in Mr. Whitcom's solution of this problem.—Ed]

Solution of Problem No. 20.—Let r = the radius of the base, x = the height, s=the solid content of a segment. Then (Davie's Legendre B. 8. 17. scho. 7) we have $\frac{1}{2} \square {}^*r^2x + \frac{1}{6} \square x^3 = S$. · · · (1.)

Let D=the diameter of the sphere. Then $r^2=(D-h)\,h=Dh-h^2$, and this value of r^2 in (1), after reducing, gives $x^2\,(3D-2x)\times, 5236=S$. · (2.)

In problem 20, $D=40$, and $S=\frac{40^3\times, 5236}{3}=\frac{1}{3}$ the solid content of the sphere; hence, (2) becomes $x^3-60x^2=-10666,6666$ etc., which solved by any of the usual methods, gives $x=15,482+$ inches—height of each end segment; hence, the height of the middle segment is $40-2\times 15,482=9,036$—inches.

A. W. Whitcom.

* This sign is used here to represent the ratio of the diameter of a circle to its circumference —Ed;

Solution of Problem No. 17.—Let x, xy, xy^2, xy^3 represent the four numbers. Then by the conditions of the problem $xy^3-xy=24$, and $xy^3+x : xy^2+xy :: 7 : 8$, or $y^3+1 : y^2+y :: 7 : 8$. Hence, (dividing the first couplet by $x+1$, $y^2-y+1 : y :: 7 : 8$, and by composition $y^2+1 : y :: 10 : 8$. Hence $3y^2+3=10y$, hence $y^2-\frac{10}{3}y=-1$, hence $y=3$ and by the first equation, $27x-3x=24$, or $x=1$, and the numbers are 1, 3, 9, 27. C. C. B.

Problem No. 22.—The base of a right angled triangle is equal to the perpendicular diminished by its square-root, and the area is equal to one acre; find the base and perpendicular.

Problem No. 23.—Required the greatest rectangle, that can be cut from a triangle, whose sides are respectively 13, 14, and 15 feet.

Problem No. 24.—Required the greatest cylinder that can be cut from a given cone.

Problem No. 25.—A hollow paraboloid whose height is 19 inches, and whose greatest diameter is 7 inches, contains 60 cubic inches of water. Required the diameter of the sphere which will just be immersed in the water.

Problem No. 26.—A, B, and C carry a stick of timber of equal size from end to end. A and B carrying together by a bearing pole and C alone at the end. Where must the cross pole be placed that each may carry his proportion of the the timber. BEAR CREEK.

Problem No. 27.—The altitude of a cone is to the radius of its base as 4 to 3, and the entire surface is to its solidity, as 1 to 80; required the altitude.

Problem No. 28.—A thin triangular plate, of uniform thickness, is supported in a horizontal position by three props at the angular points. Required the pressure upon each prop in terms of the sides of the triangle.

[We are obliged to get our engraving done in Milwaukee, and we failed to get the diagrams illustrating the several solutions which we have on hand in time for this Number. They will appear in our next issue.—ED.]

Editorial Miscellany.

TOWN LIBRARIES.—The able exposition of the advantages of the town over the district library system in the present Number, by the State Superintendent, Mr. Draper, is worthy of the careful consideration of every friend of popular enlightenment. That the old system was a failure, so far as nine-tenths of the State is concerned, is evident to all, and that the township system has succeeded in other States, and secured the best results wherever established, is conclusively shown by the ablest educators East and West.

That there will be opposition to the system in some localities, on account of the increase of taxation consequent upon its establishment, is to be expected, yet we think when the whole matter is carefully considered, the real benefits estimated, and the smallness of the tax on individuals taken into account,* all opposition will cease, and the Town Library Law will be looked upon as a most wise and beneficent measure, and the hopeful anticipations of the Superintendent be participated in by all who believe that intelligence and virtue are the basis and safeguard of our institutions.

NEW SCHOOL LAW.—The bill prepared by Mr. Pickett, and which was introduced into the Assembly too late in the session for any definite action to be taken upon it, proposed an entire change in the system in the following respects:

First, as to the division of territory into districts. The present district is to be retained, for the purpose of electing, annually, an officer styled director.

Each organized town, and every city and village containing a certain number of children over 4 and under 20 years of age, constitutes a union district.

Each county (as near as practicable) constitutes a Superintendent district, and finally the State at large is considered as a single district for school purposes.

Second, of School Boards.

We give entire the sections of the bill relating to this subject:

SEC. 5. There shall be elected in each school district, as hereinafter provided, one officer to be called Director, and in certain cases one or two Associate Directors.

SEC. 6. For the management and control of schools in the union districts there shall be organized in each a Board to be called the School Board, which shall be composed of the Directors, or Directors and Associate Directors of the School Districts or district situated therein, and a School Inspector who shall be ex-officio Secretary of the said School Board.

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* Only ten cents on one thousand dollars.

SEC. 7. To promote the interests of education in the Superintendent District there shall be constituted a board to be called the Board of Education, which shall be composed of the several School Inspectors of the Union Districts situated therein, and a County Superintendent, who shall be ex-officio Secretary of said County Board of Education.

SEC. 8. To promote the general interests of education in the State, there shall be organized a State Board of Education, which shall be composed of the several County Superintendents and the State Superintendent, who shall be ex-officio Secretary of the said Board, and the Chancellor of the State University, and the Principal of the Normal Department shall be ex-officio Members.

SEC. 9. The Board of Supervisors of the several towns, the City Councils of the several cities, and the Boards of Trustees of the several villages, constituting Union Districts shall each for the purposes of this act, be termed a Board of Controllers, and shall perform such duties as hereinafter provided.

It will be seen at once that the bill proposes to take the control of the schools from the annual district meeting, and give it to a board composed of the Directors of the Town or Union Districts. These directors are organized into a School Board for the whole town, the secretary of this board, called an Inspector, being their executive officer, and taking the place and performing the duties of the present Superintendent.

The Secretary of the County Board is Superintendent of the County District, has a general supervision of the schools, holds institutes, examines teachers, etc.

In brief, the system comprises a State, a County, and a Town Board of Education with definite powers and proper executive officers to put in operation and supervise the system, each part of which is adapted to every other part, and the whole intended to secure a harmonious development of our educational resources, and the best and highest education for all our children.

Further explanations, and reasons why the system should be adopted, will be given hereafter.

WATERTOWN.—Lectures on Anatomy, and Physiology were given in the Second Ward School of this city, during the winter term, by Dr. L. S. Ingman; a good example for other places.

WOMAN'S RIGHTS IN MINNESOTA.—W. P. Underwood writes us from Richland, Fillmore County, Minnesota claiming "the banner" for the young and thrifty State, so far as the recognition of woman's rights, and provision for the cause of education. He sends a copy of a section of the school laws of Minnesota, in the following words:

"Every inhabitant over the age of twenty-one years, who shall have resided in any school district for three months immediately preceding any district meeting, and who shall have paid, or shall be liable to pay any taxes, except road tax in said district, shall be allowed to vote at such meeting," and remarks: "This gives taxable women equal privileges with men to vote and hold office, as *sex* is not named any where in the school laws.

"Every sixteenth and thirty-sixth section of every township is appropriated to schools, so with judicious management the cause of education will prosper."—*Life Illustrated.*

GLOBES.—A few years since a globe in a school-room was a great curiosity, a costly rarity in which few schools could indulge, and even now, notwithstanding the decrease in price, and the superiority of those manufactured at the present day, but few schools are supplied with those useful assistants in the study of geography and astronomy. For the purpose of calling the attention of teachers and school boards to the matter, we insert the following article, originally published in the *Pittsburg Gazette.*

"There is quite an active movement just now among the friends of education, in favor of introducing artificial globes into all the common schools. It is indeed time. Both our English cousins and ourselves have hitherto neglected these valuable aids to education. We have been too much in the habit of regarding globes as suitable only for the higher institutions of learning. The reverse of this is now being recognized as the fact. Thanks to the French and Germans—especially the latter—for the change. They have proved to the world that no child, learning even the rudiments of geography—not to mention astronomy—is too young to derive advantage from lessons on the globe. The experience of the best teachers show that much time is gained by the early use of these veritable keys of knowledge. The maps are very good in their way. They give a tolerably correct general idea of the boundaries, bearings, etc., of any particular country of limited extent. But if we require to know the relative positions of different countries situated at considerable distance from each other, they are apt rather to mislead than direct us; whereas a mere glance at the terrestrial globe gives the necessary information at once, without further trouble, and so impresses it on the mind that it is likely to be retained through life. But it is not alone to students that globes are useful, They are so to all who read. It is incredible to those who are unacquainted with their use what important aid they afford even in the perusal of the daily journals or the Bible. True, a good pair of globles cost a pretty round sum; but so do any articles which are useful—which economize time, and which require labor and skill in their production. They do not, however, cost one-third as much now as they did some seven years ago. Then all, or mostly all, had to be imported from France or England; whereas, neither of those countries export better or more beautiful globes than are at present manufactured in our own country by the Messrs. Moore & Nims, of Troy, N.Y. I have recently had the pleasure of examining a whole series of these—in eight different styles and sizes —and in commencing this epistle, it was my intention to give your readers a brief description of them. I can only say now, that the sixteen-inch bronze pedestal stand globes of Troy manufacture surpass in accuracy, beauty, and elegance of finish any similar articles it has eve been my privilege to examine."—*Pittsburgh Gazette.*

The price of the above globes may be learned by examining our advertising columns.

A POPULAR ERROR.—One of the most common and fatal mistakes made by ardent friends of education, is the indulgence of unreasonable hope, and the maintenance of extravagant views as to what they can effect by the means of it. It is often supposed that great results can be produced in a single term of twelve or fifteen weeks. Both teacher and committee aim at this rapid mode of manufacture. True education is that which aids the slow and healthy growth of the mind—the incorporation into it of principles, and the formation of tastes and habits, the full value of which will appear only after mature years have developed their tendencies. The highest and best parts of education are incapable of exhibition. The show made at the close of a term is well enough to amuse children and their fond parents, but is often like that of a newly dressed pleasure grounds, adorned with trees and shrubs fresh from the nursery, having a show of vitality in the foliage, though as yet drawing no sap from the root. Such frost-work of the school-room is soon dissolved, and generally passes away with the occasion. All attempts at such premature resnlts of education are entirely useless, and yet our system of employing teachers by the term renders it almost necessary for a teacher who is ambitious of distinction, to lay his plans for that kind of superficial culture and mechanical drill which can be produced in a few weeks, and shown off as evidence of marvelous skill.—*Sears.*

MADISON.—D. Y. Kilgore has been re-elected Superintendent of Schools by the Board of Education of this city. Mr. Kilgore has held the office for several years, and discharged its duties with much acceptance.—*Madison Journal.*

W. C. Sanford, formerly of Watertown, and late of Columbus, in this State, has gone to Vermont, and is engaged in a select school at Orwell, in that State.

MILWAUKEE.—Rufus King, Esq., the able editor of the Milwaukee *Sentinel*, has been appointed City Superintendent of Schools, with a salary of $2000.

PALMYRA.—E. B. Gray has resigned his situation as principal of the public school in this village on account of poor health. He has labored assiduously and successfully while in Palmyra, and made many warm friends. His address in future will be Whitewater, Wal. Co., Wis., to which place he has removed with the ntention of making a permanent home in that pleasant and thriving village.

FOND DU LAC.—We learn from the *Commonwealth* that the High School in this city, under the charge of Mr. E. C. Johnson, is in a highly prosperous condition, and gives complete satisfaction to its patrons.

The examination at the close of the winter term reflected great credit on both teachers and pupils. The executive committee, in their report, say that they

"never witnessed an examination in any school or college that did more credit both to teachers and pupils. The average rank of the whole school at examination was 92 58·100. About three-fourths of the school was marked perfect (100)· Only one scholar was marked less than 75. And no scholar during the term, or at examination, fell below the required standard (40) in scholarship. The attendance of the school for the term was 98½ per cent. In all these respects there is an approach to perfection which certainly is not very usual in like Institutions."

Miss Merrill, Mr. Johnson's assistant, is an experienced and capable teacher, and their united efforts, seconded by the parents and the Board of Education, have produced these very flattering results.

JANESVILLE.—A few years since and this city had no schools worthy of notice. No one seemed to pay any attention to them, or to consider the important part which they ought to take in the development and upbuilding of society. Now, taken as a whole, they stand second to the schools in no other city in the State and we learn from the daily papers that the late examinations, at the close of the winter term, exhibited "a marked improvement over any other examination ever held in this city. This was especially the case at the High School of which Mr. Cass is Principal, and Misses Morgan, Bacon, and Kimball, are assistant teachers."

The High School exhibition at Lappin's Hall was attended by over one thousand persons. Among the exercises of the occasion the following were spoken of as particularly good, "The Salutatory," by W. D. Parker, "An Essay on the Use of Tobacco," by Miss L. M. Martin, one on the "Present Age," by F. Jackman, and "A New Simile for the Ladies," E. H. Pullan.

"The vocal and instrumental music was a noticeable feature, and one that elicited much applause. Miss M. J. Walker's performance upon the piano was admirable.

"In short, it was one of the best school exhibitions ever given in Janesville, and one that reflects much credit upon all concerned."

BEAVER DAM.—We clip from the Dodge County *Citizen* the following article in relation to the last examination of the Union School in that city.

"The examination and exhibition of the scholars connected with the Union School, passed off in a very satisfactory manner. The classes examined gave evidence of excellent training and discipline, and we were glad to see so many parents and friends of the scholars present, although the number ought to have been much larger. The exhibition was very largely attended on both Thursday and Friday evenings, as it deserved to be. The performances were too lengthy to notice in detail, but it was apparent to all present, that the schoolars were interested in all their parts, and if they will manifest a like interest in the plainer, but quite as useful exercises of every day study and discipline, their rapid improvement is beyond question."

REEDSBURGH, SAUK CO.—We copy from the Baraboo *Republic* a portion of an article from a correspondent in Reedsburg, in reference to the Union School in that village:

"The examination of our Union School, which took place on Tuesday and Wednesday of last week, was truly satisfactory to the large number of patrons and friends in attendance.

"The school has now been in successful operation two years and a half, under charge of Mr. J. S. Conger and lady, and for perfect discipline, thorough scholarship and rapid advancement is rarely equaled. The lower department, for the past term, has been conducted by Mr. F. M. Pams, attended by a competent assistant.

"An exhibition was given in the lower department on Tuesday afternoon, and by the higher department on Wednesday evening. The latter took place in the large Town Hall in the basement of the Presbyterian Church, which was overflowingly filled. Universal satisfaction was expressed with the performance throughout. It would have honored the teachers and pupils of any school East or West.

MADISON SCHOOLS.—Madison is acknowledged to be the most beautiful location for a city in the whole West, and as the capital of the State, it has secured a prominence which it will always maintain, though it may not compete with many other places in wealth or commercial advantages. Nature has done so mnch for her that it would be ingratitude in her citizens to repine because she had not bestowed, in addition to the seat of government, and the unrivaled attractions of the scenery which surrounds them, the advantages of location enjoyed by Milwaukee, Chicago, or St. Louis. Madison will probably be the capital of the State for years to come, it will *always* be the most beautiful spot in the whole West, but it never will be the center of great commercial enterprises, nor the seat probably of magnificent manufacturing operations.

Position ensures success, and secures eminence in regard to these things, but there is one enterprise in which her citizens may compete with any city in the State or the country, because success in it depends not upon position, or natural advantages, but upon the intelligence and liberality of the community. We refer to the school system, to the means and agencies employed to educate and elevate the children, who are soon to assume the burdens and responsibilities of active life, and give character to the city in which they live.

That Madison has been, and is still, behind many of her sister cities in Wisconsin in the matter of education, can not be denied, and it is evident that there is, on the part of many of her citizens, a great want of appreciation of the benefits to be derived from a well-sustained system of public schools, yet the signs of the times indicate progress in the right direction, and we trust that those who, in consequence of the possession of intelligence, wealth, and position are looked up to as leaders in society, will turn their attention to the educational interests of their city,

that she may be as much celebrated in the future for moral and intellectual, as she is, and will be, for natural advantages.

But we did not set out to write a homily, our object being to do justice to Madison teachers and Madison schools. The public examinations at the close of the winter term, have proved conclusively that the schools are making as much progress as could be expected, and many of the pupils evinced scholarship of a high order. This was especially true of the High School under the charge of D. Y. Kilgore, principal, assisted by Misses Fernandez and Bernard.

We were able to attend but a portion of the examination, and can not speak of all the exercises, but those recitations we heard were well sustained, and reflected credit upon both teachers and pupils. The class in geometry we particularly noticed as prompt, thorough, and well drilled.

The examinations closed with an exhibition by the pupils of the High School, which was a fine affair, and a splendid success. The City Hall was filled with an intelligent audience, who showed their appreciation of the good points made, by repeated and long continued applause. Though a portion of the exercises were not to our taste, partaking too much of a dramatic or theatrical character, still the ease and promptness with which most of the young ladies and gentlemen performed their parts, were worthy of admiration. We have not space to mention, particularly, those who excelled in the different parts, nor would it be fair, in an entertainment comprising such a variety of exercises, suited to all tastes, to select those who, judged by a particular standard, might be deemed superior to others, who, measured by a different scale, would take equal rank with the first. Therefore, we will only state, in this connection, that in a *school* exhibition we consider a distinct enunciation, and a clear and loud tone of voice, which enables the audience to understand the language, and sympathize with the thoughts and emotions of the speakers, points worthy of the highest commendation.

In these respects many of the exhibitors deserve particular notice, especially those engaged in the dialogues entitled, "Baron von Klingenberg," "Peter the Great," the "Quakers," and "David and Goliath."

The presentation of the Four Seasons was a striking feature of the occasion, and elicited much applause.

The essays and declamations were fair, and the singing by the school very good, but the most noticeable feature of the evening was the delivery of the valedictory addresses, by Miss Jennie Burwell, concluded by the presentation of a gold watch to the Principal, Mr. Kilgore.

The addresses were well written, and were delivered in a superior style, the enunciation clear and distinct, the manner of the speaker graceful, yet self-possessed and appreciative, and the presentation was the most natural, truthful, and affecting that we ever witnessed. Mr. Kilgore was evidently taken by surprise, and his faltering accents, and brimming eyes, as he attempted to thank those who had given him this token of confidence and affection, expressed more eloquently than words could have done, the grateful emotions of his heart, which were seek-

ing *utterance*. The watch is a handsome one, and bears this inscription: "*Presented to D. Y. Kilgore, as a token of the esteem and affection of his pupils and teachers. Madison, April 12th*, 1859." Accompanying the watch was a guard chain, manufactured from the hair of the teachers.

In reference to the presentation the Madison *Journal* (one of the editors of which is a member of the Board of Education) says:

"Mr. Kilgore may well feel proud of such tokens of affection from those connected with him in the schools; and will be stimulated to renewed zeal in the future. The tribute is well deserved. Few men have ever devoted themselves with more energy to any cause, than Mr. K. has to the schools of this city, since his residence among us; and the condition of the schools gives ample evidence that his labors have been crowned with success."

His associate teachers were also presented by the pupils with some tokens of affection and regard, and they are worthy of them, having labored faithfully and zealously in the performance of their several duties.

BERLIN.—The *Courant* has a long description of the exercises at the High School exhibition in this city, at the close of the last term. This school, under the charge of Mr. J. J. McIntire, seems to be in a very prosperous condition, and the exhibition, which occupied two evenings, was a decided success, the receipts amounting to sixty-three dollars.

Report of the Illinois Normal University.—Through the politeness of Mr. Wright, late State agent of the Normal School, we have been favored with this document, comprising the report of the Secretary, Wm. H. Powell, of the Board of Education, and of the Principal, Prof. C. E. Hovey.

It is an interesting document, and we shall endeavor to make some extracts from it in future. The institution is in a flourishing condition, and promises to be an effective agency in preparing competent teachers for the schools of Illinois.

Chicago.—We have received the report of the Board of Education, and Fifth Annual Report, of the Superintendent of this city for the year ending Feb. 1, 1859. Will notice more fully next month.

The Tafton Seminary Offering. Edited by the Principal of the Tafton Collegiate Seminary Prof. D. Parsons, is on our table, and presents and attractive appearance. Its contents comprise schemes of study, catalogue of pupils, articles by the students, editors table, etc. It is to be issued at the close of every term of the seminary, and is worthy of the patronage of those who are interested in the institution or the cause which it aims to promote. The seminary is located at Tafton, in Grant Co. The faculty consists of the Principal, Mrs. S. C. O. Parsons, Miss Laurie L. Wilson, Miss Malah P. Brackett, and Miss Annette Wilson.

The Great Republic Monthly for April was not received till our April issue went to press. It presents an attractive table of contents, and gives a great deal of good reading for a small amount of money.

New Exchanges.—"Pine River Argus," and "Wisconsin State Rights," the former published at Pine River, Waushara Co., and the latter at Monroe, Green Co. Also, the "Main Spectator," a weekly literary paper for youth and the home circle. Published at Rockland, Maine, by

THE

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TOPICAL RECITATION.—No. III.

Every method of teaching claims its peculiar advantages; one professes excellence in one direction, another in another direction; one is beautiful in theory, but useless in practice; another is practicable, but secures no good results. But those methods that have been tried for years, and found to be successful, by men of experience and high rank as scholars, would be pronounced good and practical. Topical Recitation has received, and is receiving, the approbation of the leading educators of this country and of Europe. It claims no recent origin in principle, for it formed the basis of the method of Socrates more than two thousand years ago. By conversation he led his pupils to express their thoughts in their own language, claiming that they had no clear ideas, unless they could express them in words; he taught them to think and to reason for themselves, and justly does the world look back upon him as the founder of intellectual science, from whose school sprang Plato, a giant in metaphysics, and Euclid, the father of geometry, and a long line of Grecian philosophers. Socrates strove to *draw out* the latent powers of the minds of his pupils, and not so much to *pour in* his own knowledge, and that is the one great principle of Topical Recitation. Pestalozzi, in more recent times, recognized the same principle when he characterized the common method of teaching, in his time, as an "empty and vain mode of mere *verbal* instruction," and affirmed that "the basis of education is not to be *constructed*, but to be *sought*; it exists in the nature of the man."

The essential elements of education are given to all by nature, and the great object of instruction and teaching is to rouse them up and draw them out. Topical Recitation may be called the *drawing out* process, and

and the question and answer method, the *pouring in* process; the one excites to active native power within, the other uses power from without; the one quickens investigation, the other clogs it; the one supplies its own wants, the other looks abroad for aid; the one makes men of boys, the other makes boys of men. To conduct recitations upon the topical plan, secures many advantages over the common method, some of the more obvious of which may be mentioned.

1. *Scholars will more thoroughly understand what they study.* This is evident from the fact that they are obliged to apply themselves more closely in the preparation of lessons for recitation. They must completely master the subject of the lesson, else they can not, standing, give the substance of it in their own language without questions. Nor is it enough, if, having good memories, they recite, verbatum, the words of the book, unless they thoroughly understand it; and the watchful teacher can readily tell whether the scholar understands what he recites, from his manner. To recite perfectly, by topic, the scholar must have made the subject matter so much a part of himself, that the ideas naturally flow forth in his own language, he thinks in his own language, and speaks in his own language, and not necessarily in that of the text-book. Lessons prepared to be recited in this way require much close study, and this is itself an important reason why the method is a good one, for, with few rare exceptions, there is but little danger of scholars studying too much. For every *one* that studies too much for health, there are probably *ninety-nine* who do not apply themselves as they ought. There is more danger that the scholars of our schools will acquire habits of laziness, carelessness, and indifference, than that they will hurt themselves with hard study. The truth is not one half of the scholars of our schools *know how* to study; they too frequently sit with book in hand, bent over, dreaming and dozing over a lesson in which they have no interest other than to learn the shortest possible answers to a few set questions. Such scholars, I have sometimes thought, are more apt to fail in health, while at school, than those who discover something interesting in their studies, and are active and ambitious to excel as scholars.

It is a fact, pretty well established, that but few persons have injured themselves by mental application and labor. It is true that many have lost their health while engaged in study, but the cause was not that their minds were over-taxed, but that their bodies were not properly cared for. It can be shown, very clearly, that if the physical part is kept in good condition, by proper exercise, diet, and rest, the mental part will endure almost any amount of labor. The student that does nothing but eat and sleep, and pour over books, must expect to lose his health. He should remember that every hour spent in physical exercise, within a reasonable amount, really helps him to get lessons so much the sooner. Says Montaigne, "Even our recreations and our exercises, running, wrestling, music dancing, riding, fencing, and the chase—all will unite to assist us in our studies."

If then, proper care be taken of the physical, we may spare ourselves the fear, that the mental will be over-worked; and if scholars apply themselves so as to recite topically, their minds will become completely imbued with the subject-matter of the lesson; and not only so, they will gain a habit of inquiry that will lead them beyond the limits of the text-book into fields of independent investigation. They will no longer rest in satisfied composure on book authority, but the clearness of their own knowledge will lead them to trust more to their own judgment; from children they will become men.

2. *Scholars will retain longer what they study.* This is a natural inference from the preceding advantage, for it is generally true that a man retains longest what has cost him the most to acquire. Besides, in preparing a topical lesson it is not the language particularly, but the ideas that occupy the pupils attention; he is treasuring up thoughts, and more especially, the power to use and develop thoughts, something that is far more lasting than words or symbols.

To be able to talk about any subject intelligently, one needs to understand it thoroughly, and that requires attention with the view of future use. In intellectual economy as well as in political, real gain depends upon exertion and care. It is an old maxim, and rich in meaning that,

> "The cheapest goods are quickest torn,
> The highest priced are longest worn."

This is true in the traffic of ideas; indeed, the very effort made to secure mental possessions, increases the capability of enjoying and using them. That pupils are required to talk about what they study, is a strong evidence that they will retain it longer; for who does not remember more distinctly what he repeated after reading, than what he did not repeat. The stories that we read in childhood and rehearsed to our friends, linger still in memory, while much that we never repeated, has vanished entirely. The concentration of the attention upon the idea to be expressed seems to give it an impress not easily erased. To converse about any matter that has been studied, is like clinching the nail; it fixes it in the mind. To study lessons is to collect emeralds, to recite them topically, is to polish them; and it may be said, with much truth, that "a lesson not recited is but half learned."

Topical Recitation secures, at all times, a lively interest on the part of the class and teacher, in the subject studied, thereby riveting it more firmly in memory. The quickness and readiness with which each scholar must recite, the promptness with which criticisms are made by the class, or by especial critics, cannot fail to keep up a degree of life and animation in the class, that will fasten the subjects discussed in the mind more firmly than the usual dull method of brief questions and briefer answers. It is in this particular of awakening and sustaining a cheerful ambition, that Topical Recitation excels more than in any other. The greatest bane of

the school-room is sluggishness, dullness, especially if it be accompanied with moroseness, and the various exercises of school should aim to counteract it. How frequently we hear the exclamation, "The school is so dull, so stupid! I wish I had something to rouse it up!" In such cases the fault is not wholly in the scholars. Topical Recitation would, in a great measure, remove that difficulty, if properly tried.

3. *Scholars will acquire ease and facility in expressing their thoughts.* It is taken for granted that this should be of especial importance in every school, inasmuch as it is a leading object of education; indeed, to tell what we know, to express our thoughts exactly, in appropriate language, is, perhaps, the first great object of an education. The world estimates literary men according to the knowledge they show forth. A man may have collected a vast amount of information, but if he is not able to exhibit it to his fellows, they are none the wiser for what he knows, and consequently he must be content with a low rank among men of learning. But I think the importance of early cultivating the power of expression, will be admitted by all without discussion, or the citation of learned authority, which might easily be done. Every teacher must judge for himself whether his mode of teaching tends to cultivate the power and use of language in his pupils; if it does not, his mode is very faulty. All those who, during their childhood, studied and recited *words* in answer to set questions, who, perhaps, were never allowed to use their own language, know, full well, how little is to be gained from the absurd process. That method assumes that the great object of teaching is to crowd the pupils' minds with the *words* of the text-books, losing sight of the fact that it is *ideas*, and their *proper expression* in the scholar's own language, that constitutes the true end of instruction.

The proper place to train children in the use of the English language, is the school-room, and this training may be carried on in every exercise and recitation. Grammar and the right use of language, may be practically applied with great profit, in every recitation, and when made a matter of practical every-day use, it will cease to be "so dry," as it is often called, simply because the pupils understand it, and begin to see its importance in a good education. "Practice makes perfect," it is said, but it needs to be well-guided practice in language, and early commenced. It is true, if children should never hear any but correct language, they would, without special instruction, use it correctly from habit, but they would not know *why* it is correct—the school-room should show that.

Topical Recitation requires scholars to express the subject-matter of the text-book in their own language, which is subject to criticism at once. Here, then, is constant practice in the use of proper language, which practice has one of the best effects upon the pupil, for in a very short time he will cease to think of the words of the book, and will set forth the contents with ease in his own language; he gains the habit of studying *thoughts*, and considering what is important for his own use; and this

habit will serve him well in after years. Bees collect honey from flowers, but when collected, it is no longer the honey of flowers; in like manner students should collect knowledge from books, and make it a part of themselves, treasured up in their very being, and transferable in their own language. To do this requires application and reflection, just such as Topical Recitation affords.

To study and recite according to the question-and-answer method, does not cultivate mental activity, nor the power of expressing thoughts in language, so effectively as to study and recite by topic. Scholars will seem, for the time being, to be making great progress, but it is very like catching water in a sieve—nothing remains; they may turn over the leaves faster, but that is by no means a sure sign of rapid advancement. "Slow and sure," though trite and old, is an excellent proverb.

Accuracy of expression leads to accuracy of thought; the clearer the language the clearer will be the idea; and in this we have another reason for making the use of language in recitation a matter of constant care to the teacher as well as the scholars, for it is evident the more they try to express thoughts clearly, the more they will gain clearness of ideas as well as facility in the use of language.

In pure mathematics the principles are exact, and hence the rules deduced must be expressed as clearly and briefly as possible, and if the scholar understands the subject exactly, he will find no difficulty in using the language of the rule in the text-book, or that which is equally good. And in no case should a scholar be allowed to stammer and stumble through his recitation; he is not supposed to try to recite unless he has something to say, and that he must say at once, without wool-gathering, a principle that every public speaker should follow.

FOND DU LAC. E. C. J.

THE TRUE ORDER OF STUDIES.

BY REV. THOS. HILL, WALTHAM, MASS.

(*Continued from the May Number.*)

THE relative order in which these studies should be pursued will, however, be made more manifest on reference to the order of development of the child's powers. Number, though an early abstraction from phenomena in space, is a much higher and more difficult conception than conceptions of form. The child recognizes the shape of individual things long before he can count them, and geometry should, therefore, precede arith-

metic in his education. But time is much more difficult of comprehension than space—it requires a riper effort of the mind to conceive of pure time without events, than of pure space without bodies. The latter remains, so to speak, visible to the mental eye; the former does not, even in imagintion, address any of the senses. Geometry is, therefore, the first study in an intellectual course of education; generating and leading to arithmetic, and through that to algebra; preparing the way also for Physics, and thus for History, Metaphysics, and Theology. We must begin intellectual education with geometry, leading the child through other studies as rapidly and in such order as the amount of his geometrical knowledge justifies and demands. Some knowledge of geometry is gained by an infant within a week of its birth; and when it first comes to school it has usually gained, at first hand, from nature, a sufficient knowledge of the laws of space to serve as a basis for a good deal of other information picked up here and there.

If now, we consider the order of sub-division in physical study, we shall find here, also, three principal departments of science; mechanical, chemical, and vital. The laws of color, sound, odor, and flavor, may appear, at first sight, irreducible to either of these three divisions; but a closer examination of the question will show us that this arises simply from an intermingling of pyschological relations with the physical phenomena. The three divisions of Physics naturally follow each other as we have named them. Some knowledge of mechanics, that is, of the laws of force and motion, is necessary to any knowledge of chemistry and some knowledge of chemistry and of mechanics is necessary for any thorough understanding of plants and animals. But it is evident that all knowledge of Natural History must begin with observation; and that one of the uses of the previous knowledge of Mathematics is to teach the child to observe with accuracy. The senses through which we observe material phenomena are, of all the human powers, the earliest to be developed, and should, therefore, be the first to receive a deliberate cultivation. Now the mechanical relations of bodies, including color and sound, are those most obvious to sense; the chemical are more difficult of discovery, and the effect of vital powers can scarce be perceived without an interpretation from our own consciousness. Thus it is manifest that the order of arrangement in these three departments of Physics is conformed to the order of development of the human powers; and we may add that, in every sub-division of these smaller departments of science, the same principles of classification will give us both a theoretical and practical guide to the natural and most effective mode of teaching them; we must give first that which is most dependent upon direct perception, and, afterward, that which is most dependent upon an analysis of consciousness; give first that which demands the conception of time or of force.

In attempting to sub-divide the great department of History, we shall find difficulties arising from the complexity of the objects of human

thought and action, and from the multiplicity of modes in which men have expressed their thoughts and emotions. But we are inclined to make our primary division fourfold. In the first division we should place Agriculture, Trade, and Manufactures; in the second the Fine Arts; in the third Language and the history of thought; in the fourth Education, Politics, and Political Economy. That is, the first division should embrace the history of men's operations on material things to produce a tangible product; the second should treat of men's use of forms, colors, and tones, in the expression of thought; the third, of the expression of thought through words; the fourth, of men's action on each other.

In Psychology we might, peshaps, divide man into intellect, heart, and will, giving rise to intellectual, æsthetic, or moral and religious philosophy.

In Theology we should be obliged to feel cautiously our way by the light of Scripture. A natural division might be to consider the Divine Being as being first the Creator of the world, secondly, the Father of all spiritual being. The first would lead us to what is called, generally, Natural Religion, the second to themes more peculiar to Revealed Religion; the first would treat of the relation of the physical world to its Maker, the second of our own relation to Him.

Thus, out of the five great branches of learning, Mathesis, Physics, History, Metaphysics, and Theology, we have made, as a first essay toward a sub-division, fifteen classes, to-wit: Geometry, Arithmetic, Algebra; Mechanics, Chemistry, Biology; Trade, Art, Language, Law; Intellectual Philosophy, Æsthetics, Ethics; Natural Theology, Religion. We believe that all sound education gives, with or without the consciousness of the pupil and the teacher, instruction in all of these fifteen studies; and that there is no period of a child's life in which he ought not to be receiving direct instruction in at least some of the classes of study belonging to each of the five great branches. This instruction should be adapted to the child's age, consisting, at first, principally of those studies which come first upon our list, and of those which are named first under each branch; and giving only prophetic hints and foretastes of the higher parts of the course.

A true system of intellectual education would take the child at the age of five years and give it daily instruction in the simplest facts of geometry and arithmetic. Geometry should be taught at first without reasoning, simply as a matter of perception, either by diagrams, or, still better, by tangrams, bricks, geometrical solids, and simple models for generating curves and curved surfaces. The latter would belong to a period five or seven years later in the child's life, when the imagination is to be exercised as well as perception. Arithmetic should also be first taught by actual concrete numbers; nothing being better than a handful of beans. With these the properties of prime and composite numbers, the commutative principle of the factors in multiplication, and similar arithmetical truths,

may be *shown* to very young scholars; and the laws of derivation or differentiation illustrated to older pupils. If there is any soundness in the views which we have given of the hierarchy of science, and of the development of the human powers, such works as Warren Colburn's inimitable First Lessons must not be the first lessons, but must be reserved to the age of twelve or thirteen years.

In the department of Physics the child of five years should be trained in habits of observation. Every school for young children should have a cabinet of all the minerals common to the neighborhood of the schoolhouse, and of all the most common plants, insects, and other animals—or, at least, good, well-colored drawings of them—and the teacher should take frequent walks with the children, requiring them to look for natural objects, and name them according to the lists accompanying the cabinet, until the child can name, at sight, several hundred of the plants and insects of his native town. The attention of the pupil should be directed not only to the form, but to the color, odor, sounds, tastes, roughness, or smoothness, of the various objects. The simple mechanical powers should be illustrated by simple apparatus. Attention should also be directed to the most obvious chemical phenomena, such as the oxidation of metals, the burning of coal, etc. By the age of seven or eight years, geography must be taught; at first wholly from the globe, afterward from maps and books. It is also important to give the child early ideas of the true nature of the sun, moon, planets, and stars; their size, motions, and relative distances. These Natural Sciences, which are usually reserved for the high school, are, in fact, especially adapted, in their rudiments, for the primary school; and if the main facts were set clearly before the child's mind, at the age of from eight to twelve years, they would be much better fitted to study them logically at the age of sixteen or eighteen.

In the department of History there will be no call for special instruction until the age of seven or eight years. The scholar may then be taught to observe, in the fields and shops of the neighborhood, the modes of cultivation, the machinery and manufactures, the articles of commerce, and the modes of packing and transporting them. He must be encouraged also to draw and to sing; the drawing being at first the simplest copying of the outlines of leaves, flowers, etc., and the singing being at first simply by rote. Language he will have learned orally from his earliest years—but at the age of five or six he must be taught to analyze words into their phonetic elements, and a few weeks or months afterward be taught letters as the representatives of these phonetic elements. Spelling, in the ordinary sense, must be strictly avoided for some years, as it has a mischievous effect on the child's whole nature, slight and usually unnoticed, but real and mischievous as far as it goes. In order to insure good habits of reading let a phonetic alphabet (books in the Cincinnati alphabet are most accessible) be used for at least two years, and let there be a daily drill in phonetic analysis and synthesis of words for four or five years. As for

Law, its rudiments will be incidentally taught, sufficiently for so early an age, by the discipline of the school-house, by accidental references to political questions, and by the rules of honor in the games and sports of the playground.

In the fourth great branch of study, the teaching will, at this early age, be also incidental. The child will learn something of its intellectual powers, its tastes, and its obligations, from its attempts at study, at drawing and singing, and at keeping the rules of school. And in the fifth great branch of Theology the child of tender age must have his reverence for the Divine Being deepened, and his conceptions of His attributes enlightened, by being taught to look upon crystals, plants, and animals, as the workmanship of His Wisdom—the pleasures of home and of the school-room as the gifts of His love—the actions of even children as pleasing or displeasing to Him in His holy oversight of men.—*American Journal of Education.*

(*To be Continued.*)

FAILURES.

Why do the well-meant efforts of many good teachers terminate in failures? Why do so many schools, after a season of prosperity, "go down?" And why do so few teachers and friends of schools ever concern themselves with anything but what pertains directly to their own emolument? These are rational and pertinent inquiries, and they may well claim the attention of every friend of education. Some will assert that failures are the result of employing incompetent teachers. They appear to think that every thing depends on the teacher, and that with any assemblage of youth a professed teacher can keep a school without any reference to circumstances or the quality of his charge. There is often too much expected from teachers, and too great burdens imposed upon them. It is, then, unjust and unfair to blame them for sinking under their burdens. A parallel may be found in medical practice. In consequence of the boasted proficiency of some practitioners, every malady to which flesh is liable is expected to be healed, and sadly are we sometimes disappointed because doctors can not save life. Medical practice is held in high estimation. If teaching were as highly esteemed, failures would be viewed differently, and remedies would be eagerly sought. After making a reasonable allowance for public indifference, I am bold to declare, that the proportion of failures in teaching is not greater than in medical practice.

We hear and read much about the proper qualification of teachers; but we need to consider something else. True teachers are always willing to

be lampooned about the misfortunes of their profession. When they are culpable they are willing to bare their backs and take the deserved castigation. But they are careful that some of the blows fall where they are justly due. Having in my practice made some signal failures, and having in some instances had triumphant success, I can speak from experience. And my experience has set me to thinking. I have found that outside circumstances greatly influence the character of a school. Things that seem mere trifles, and over which a teacher has little or no control, often break down his sovereignty, and render his school a complete anarchy. There are trifles of a different character that aid him wonderfully. And those who have been aided thereby frequently boast loudly of their success and of their abilities; while those who have failed in consequence of obstacles that they could not control or obviate, are branded with insufficiency for the work of teaching. Their reputation is blasted, and they have no redress. The ungenerous public does not know how to make allowance for the disadvantageous circumstances under which teachers labor. The public needs to be informed as well as teachers. When the patrons of a school are jealous of despotism in its discipline, when they do not appreciate the work of education, and sympathize with the teacher in his trials, and when his efforts are not seconded by the proper persons, his operations will be paralyzed, and his school will be a failure. There is less danger of the work of education being overdone by teachers, patrons, officers, and pupils thoroughly performing their parts, than there is of failure when the entire work is entrusted to the teacher, and he gets no sympathy outside of his domain. When he is obliged to resort to extreme measures, he needs the direct sanction of the School Board, and if he do not get it, his measures will be abortive.

At the commencement of some of my schools, I invited the school officers and the patrons to attend and witness my beginning; than after my introductory address, I asked them to follow with some remarks; and I requested them afterward, from time to time to visit the school. When this request was heeded, my schools succeeded well. My most unfortunate schools have been where this request was unheeded. Outside indifference and impertinent interference are the greatest obstacles to the success of schools.

Those who calculate on success must profit by their experience, and that of others. They must avail themselves of every thing that will render any help. A true teacher is never satisfied without some good results from his labors. A wise physician makes a post mortem examination of his dead patient, and thus learns why his remedial agents were inefficient, and how the disease operated; and so may a wise teacher do with a dead school. When a school ends in a failure, it will often afford interesting matter for the friends of education to consider. A teacher should never leave a school without being wiser than when he entered it. It is easier to talk or write about the failures of educational projects than to apply

practical remedies. But here we may do well to remind the public that "prevention is better than cure." And whatever will set those most concerned to thinking, will be the best antidote for failures in schools.

G. D. H.

ÆSTHETIC EDUCATION.—II.

ITS PRACTICABILITY.

How shall the love of the beautiful be cultivated? How shall the ennobling influence of art be brought to bear upon our public schools? We admit its utility and its desirability—*is it practicable?* A merely cursory examination will show that it is not only practicable, but that it can be made a most efficient aid in teaching some of the "coarser arts,"—that a teacher who occupies a tithe of the time with the fine arts, can accomplish more in the six usual hours than the teacher who deals with nothing but hard "Gradgrind" facts.

It has been said that art is merely the repetition of "the beautiful forms, motions, colors, and sounds of nature." We would farther premise, that it is the only possible method of obtaining a perfect knowledge of the beautiful—of getting nature's lessons by heart. The teacher admits this principle when in teaching spelling he instructs the pupil to *write* the words correctly, thus training the eye, which remembers as well as the voice, or the ear. In teaching geography, also, the teacher insists upon the pupil's drawing a map of the country studied, knowing that when he can do this from memory, he must have his lesson perfectly learned.

The first æsthetic lessons should be given with the alphabet. Let the teacher make upon the blackboard a well-formed and an ill-formed letter, and ask the pupils which is the best; they will unerringly tell him which is "the prettiest," then let him show them why it is the prettiest. Show them that the ugly one is composed of regular curves and uniform straight lines, and the other has its shade lines of varying thickness, and its curved lines elliptical curves, or curves that are continuously increasing or diminishing.

We presume no one will dispute the taste of this. It is this that makes the Grecian mouldings so superior in repose and beauty to the Gothic. It is this that makes woman more beautiful in form than man. "Woman is a Grecian structure, man is Gothic." Our taste is formed by the food of the eye, and the elliptic would be the most beautiful, because it is the most

common, for the contour of every leaf, of every blade of grass, of every hill, of every wave of the ocean is elliptic.

Drawing and the alphabet should be commenced simultaneously. The child needs something to connect the abstract with the concrete, and something to subdue its restlessness, by giving it intellectual employment. The abodarian should be provided with drawing materials, it [matters not what those materials are. (The crayons which, in the opinion of others are best, are upon grocer's brown wraping paper. West's first sketch-book was his Quaker father's barn door. There is an excellent likeness of Daniel Webster done upon a piece of pine board, "with a (hot) poker," by Ball Hughes the sculptor.) The slate and pencil are excellent drawing materials, the black-board and chalk (white crayons) are better. A white or marble black-board is better still. But it should be a private one, so that the child will not be intimidated by the eyes of the other scholars. For older pupils charcoal and wraping paper are good; the charcoal is not permanent, it can be dusted (not rubbed) out, and when the pupil has drawn the drawing correctly, he can easily put it in crayon. But charcoal gives a finer picture—a picture more like an engraving. Some artists use a peculiar sizing upon their paper, and then by steaming "fix" the charcoal, but this would require more expensive paper, and would be as well let alone until the pupil becomes an artist. Meanwhile, if the pupil makes a fine drawing, he can preserve it behind glass, and this should always be done with the pupils last and best picture, and it should be exposed publicly if possible. They may not like it, but if it is thus exposed, they will remember its faults and discover its virtues.

We have never yet seen water color painting taught in the schools. It is a more interesting study than crayons even, and a more satisfactory mode of portraying a landscape. The materials would be somewhat more expensive, but one complete box of colors would do for the whole school, costing something less than $20; a drawing board, on which to "put down" the paper; a pallet or plate, on which to rub the colors; and three or four assorted brown sable brushes apiece, would be all the extra apparatus required. A little instruction in putting down the paper, treating the colors, and handling the brush, and a great deal of practice will do the rest.

But what subjects or copies shall "the taught" take? We answer, first and always nature. We believe it is best even in the youngest child. For there is "an innocence of the eye" which sees distant objects as if they were flat pictures. It is only by experience we learn that we can not touch the sky from the top of the wood pile, and that the distant hills are not painted upon it. A white rock, with flat faces is a good first subject

then a round rock, in which particular attention should be paid to the shading. The relative position of the sun or the light, and the subject should be such that the pupil will see broad and deep shadows. The evening is a very fit time for such studies, for with the artificial light very exagerated shadows can be obtained. As the student progresses, shells, leaves, fruit, and flowers, any thing he fancies, should be copied. We remember seeing a pair of slippers, drawn by an almost infantile little girl, that were really accurately and artistically done. They looked as if they had been put on the hearth to warm their toes before the fire against "father's coming." She would not have done so well if the subject had been selected for her.

After such studies, landscapes, then animals, and finally, the human figure, but preliminary to this studies should be made from plaster casts of the best works (chef d'ouvres) of the best sculptors (which is nature diluted). They can be obtained for a few dollars, and sometimes for a few shillings, and will last a school an age for models, besides decorating the room. But modeling itself is a process of æsthetic education. It is made part of the prescribed course in the Paris Ecole Beaux Ars. The vicinity of every house affords the requisite material. The youngsters would enjoy the sport as an improvement upon "dirt pies." After some facility has been obtained in modeling, in clay, heads, hands, flowers, leaves, capitals, animals, ornaments, vases, etc., an advanced class could be formed for modeling them in stucco (plaster of Paris), and the school would soon have subjects enough for the drawing classes.

From modeling it is an easy advance to stone-cutting, or, if you please, sculpture. The tools are unexpensive, and the material can be had every where; that material is best which is most uniform in its texture, whitest, and most durable; but the softer stones should be taken first. The pupil should endeavor to idealize. He should block out his subjects by a few rough blows of his hammer before he attempts to make his "lively stones."

But the school-room is not the only or the best place for study. The teacher, if he is a teacher "par excellence," loves his pupils, and participates in their joys as well as their toil. He visits with them all the lakes, islands, woods, caves, rocks, and mountains within many miles of the school-house. With their multiplied eyes and hands he makes huge collections of the rare and beautiful for the school-room cabinet. From commanding eminences he points out to them the loveliest landscapes, and shows them the elements of their beauty. He eliminates for them, "the laws of composition."* He shows them how the clouds of golden fleece

* See Third Letter in Ruskin's Elements.

harmonize with the deep blue waters—nature's uniform, fringed with gold —how the silver white of the little lake unites with the glossy green of the foliage, like

"Matchless mirrors in emerald set."

He shows them the grandest sight ever seen by mortal eyes—the Indian's heaven—the golden sunset, when the ethereal gold is piled mass upon mass, cloud upon cloud in our brightening vistas, until they seem stepping-stones to the inner heaven, whose real glories he reminds them eye hath not seen, nor ear heard, neither hath it entered into the heart of man to conceive. G. B.

PRIMARY SCHOOLS.

TEACHERS.

There is no other grade of schools in which the personal character of the teacher is so directly felt, as in the Primary. In the Grammar School, lessons are learned from text-books, and very much of the pupil's progress is made without the direct assistance of the teacher. But in the Primary Schools, the teacher is herself the text-book, the living oracle; and nearly all the impressions received by the pupil are a direct reflection from her own mind and heart. But a teacher may possess every desirable mental and moral endowment, and yet, if a position in a Primary School is regarded as secondary in importance, and a situation in a Grammar department is continually before the mind as an object of ambition and desire, it is vain to expect the same degree of success that would be realized if no such distinction existed.

It is to be regretted that so few of our Primary teachers receive any *special training* before entering upon the peculiar duties of their office. They are generally well educated, but their education has been conducted without any particular reference to the positions they are called to occupy. It is seldom that an examination of teachers occurs, in which a majority of the applicants are not found to be radically deficient in some of the elementary principles of primary instruction. Examples are constantly presented, in which a candidate, who is requested to give the sounds of the letters as they occur in some common word, replies, with the utmost composure, that she has never attended to the sounds of the letters. Many applicants seem wholly unconscious that there is any necessary connection

between their familiarity with the *rudiments* of learning and their fitness to teach a Primary School.

Primary Instruction.—The first year spent by a child in a Primary School, should be regarded as a bridge from the liberty of home life to the regular discipline of the school-room; and all the efforts of the teacher should be specially adapted to this peculiar condition of the pupil. Children at this age should not be expected to sit without moving a muscle. The nervous system of a child five or six years old, is more than three times as large in proportion to the body, as that of an adult. The demand for frequent physical exercise is imperative, and can not safely be disregarded.

And yet a child should commence learning as soon as he enters the school-room. *Tasks* he should know nothing of, but useful and instructive exercises of various kinds should be commenced immediately. He needs no text-book, but a slate and pencil are indispensable.*

The course of instruction for this class of pupils should consist of familiar conversations upon common objects, giving clear ideas of their various properties, forms, colors, uses, etc., and cultivating a familiar and accurate acquaintance with the words employed to describe them; simple exercises on the slate or blackboard, imitating some letter, or word, or drawing; singing; repeating verses, singly and in concert; counting; learning words and letters, and their uses, from the blackboard and from cards; with frequent interchanges of physical exercises and recreations.

Let it be understood from the beginning that readiness and precision in the use of language are among the first and most important objects to be sought; and let every question receive a complete and grammatical answer.†

WRITING AND DRAWING.

The rudiments of drawing and writing should receive early and constant attention in the Primary School. As soon as children are able to read the simplest words, they should be taught to print or write them on their slates. They have time enough and to spare; and some portion of it may be more profitably devoted to the use of the pencil and crayon than to any other employment. Special care should be taken to furnish

* I never saw a Prussian school, above an infant school, in which any child was unprovided with a slate and pencil.—MANN.

† Linear drawing, which supplies the deficiences of descriptive language, is an acquirement indispensable to the instructor. It may be made a most useful instrument of teaching, even in the humblest school. In the exact, the natural, and the experimental sciences, especially, he who has command of this art is never at a loss how to render the most intricate details clear, intelligible, and interesting.—MARCEL.

pupils with long pencils. Short pencils lay the foundation of bad habits in holding the pen. Any teacher who is willing to spend a little time in studying the principles of linear and geometrical drawing, can readily qualify herself to teach the rudiment of this art to a class of beginners.*

Drawing is generally more pleasing to children than writing; and as an exercise for their constructive and imitative faculties, it is decidedly superior. It affords important aid in learning to write, by giving the pupil more freedom of hand and correctness of eye.†

Drawing also serves to lead the young mind to observe and analyze the forms of things, and to cultivate the taste. Elementary lessons in geometrical drawing are an important preliminary to map drawing and other illustrative exercises in the higher departments of instruction.

READING AND SPELLING.

Reading, the most important branch of school instruction, is generally the most imperfectly taught, especially in the Primary Schools. If we listen to a child who is reading the most colloquial piece that can be chosen, how marked do we find the difference in most cases, between the tones and modulations he employs and those of common conversation. And why do we not find the same natural and easy tones and inflections in reading as in conversation? The answer is a sad reflection upon the manner in which reading is generally taught in elementary schools.

That this evil is necessary, no intelligent teacher believes. If we look for the seat of the difficulty, we shall probably find the principal cause in the fact that most children are first taught to call the names of a large portion of the words they read, without understanding their meaning. The remedy for the evil is suggested by the cause. Let no unmeaning words be presented to the young learner, and let no word be read without being understood. It is not enough that the word has a meaning, and that the child is *presumed* to understand what it is; the teacher should be sure that the child actually does understand every word that is read. The objects themselves should be referred to, and if possible presented to the test of the senses. The teacher should talk with the pupils about the objects, and employ the words in simple and familiar sentences, so that the reading may be associated with common conversation, and be made as nearly like it as possible. These directions are very few and very simple,

* Such excellent hand-writing as I saw in the Prussian schools, I never saw before; I can hardly express myself too strongly on this point. In Great Britain, France, or in our own country, I have never seen any schools worthy to be compared with theirs in this respect. This excellence must be referred, in a great degree, to the universal practice of learning to draw, contemporaneously with learning to write. I believe a child will learn both to draw and to write sooner and with more ease, than he will learn to write alone.—MANN.

and they have been given, substantially, many times before, and yet, if they had been faithfully followed in all the elementary schools of the country, we should probably find less than half the unnatural reading which we now witness.—*W. H. Wells, City Superintendent of Schools, Chicago.*

AT RUGBY.

He raised himself up and looked around; and after a minute rose and walked humbly down to the lowest bench, and sat down on the very seat which he had occupied on his first Sunday at Rugby. And then, the old memories rushed back again, but softened and subdued, and soothing him, as he let himself be carried away by them. And he looked up at the great painted window above the altar, and remembered how, when a little boy, he used to try not to look through it at the elm-trees and the rooks, before the painted glass came—and the subscription for the painted glass and the letter he wrote home for money to give it; and there, down below, was the very name of the boy who sat on his right hand on that first day, scratched rudely in the oak panelling.

And then came the thought of all his old school-fellows; and form after form of boys, nobler, and braver, and purer than he, rose up and seemed to rebuke him. Could he not think of them, and what they had felt and were feeling; they who had honored and loved from the first the man whom it had taken years to know and love? Could he not think of those yet dearer to him who was gone, who bore his name and shared his blood, and were now without a husband or a father? Then the grief which he began to share with others, became gentle and holy, and he rose up once more, and walked up the steps to the altar; and while the tears flowed freely down his cheeks, knelt down humbly and hopefully to lay down there his share of a burden which had proved itself too heavy for him to bear in *his own strength.*

There let us leave him—where could we better leave him than at the altar before which he had caught a glimpse of the glory of his birthright, and felt the drawing of the bond which links all living souls together in one brotherhood?—at the grave beneath the altar of him who had opened his eyes to see that glory, and softened his heart till it could feel that bond.

And let us not be hard on him, if at that moment his soul is fuller

the tomb, and him who lies there, than of the altar, and Him of whom it speaks. Such stages have to be gone through, I believe, by all young and brave souls, who must win their way by hero-worship to the worship of Him who is the King and Lord of heroes. For it is only through our mysterious human relationships, through the love, and tenderness, and purity of mothers, and sisters, and wives, through the strength and courage of fathers, and brothers, and teachers, that we can come to the knowledge of Him in whom alone the love, and the tenderness, and the purity, and the strength, and the courage, and the wisdom of all these dwell for ever and ever in perfect fullness.—*Tom Brown's School Days.*

THE FIRST DAY OF SUMMER.

BY M. B. STEWART.

THE apple boughs are white with blossoms,
The lilac spray bends down with bloom,
Birds fill the air with a gush of music,
The brooklet sings a merry tune.

The sunshine lieth like a glory
O'er meadows green and far off hills;
The cool wind sways the leafy branches,
Each sight or sound our pulses thrills.

White fleecy clouds float o'er the azure,
Cool shadows lie across the plains,
Joy pulsates through the golden ether,
Joy hastes the life-tide in our veins.

Oh! glorious time of budding roses,
Earth like a blissful Eden seems,
O'er all a tender grace reposes—
Such grace as lingers in our dreams.

Oh! glorious June-time! Hope awaketh
To stronger life when earth is fair;
All things are rife with future promise—
Glad life is throbbing every where.

About her sister's queenly forehead,
May twines a wreath of buds and leaves,
Spring rounds into the summer's fullness,
And autumn gathers buds and sheaves.

Oh! thus through life's glad spring and summer
Let *thought* grow into noble *deed*,
Let love ennoble aspiration—
The harvest time shall bring our meed.—*Ladies' Home Magazine.*

NIGHT.

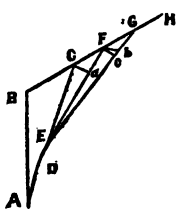
Mysterious night! when our first parent knew
Thee from report divine, and heard thy name,
Did he not tremble for this goodly frame,
This glorious canopy of light and blue?
Yet, 'neath a curtain of translucent dew,
Bathed in the rays of the great setting flame,
Hesperus with the host of heaven came,
And lo! creation widened in man's view!
Who could have thought such darkness lay concealed
Within thy beams, O Sun! or who could find,
Whilst fly, and leaf, and insect stood revealed,
That to such countless orbs thou mad'st us blind!
Why do we then shun death with anxious strife?
If light can thus deceive, why may not life?

THE LONDON TIMES' "LOG."

In the office of the London *Times*, there is a bureau that, one would think, must be a terror to not a few. Every man whose life is deemed worth taking has a place in a certain "pigeon-hole," wherein the record is kept constantly "written up" to the latest possible period; a sort of "log" to be displayed the minute life's voyage is ended. Deeds done and words said in the heat of passion are there; acts performed at long intervals are brought into startling proximity, and all, of necessity, divested of the glow of action, the touch of nature as it were, that made us regard them in the living actor with a lenient, if not a loving eye. Such a man dies to-night! the "pigeon-hole" gives up *its* dead, and to-morrow morning, even before the subject has begun to lie in state, the leading acts and incidents of his life are spread all abroad to the world. Quick work they make of fame; —*Chicago Journal.*

Mathematical Department.

Solution of Problem No. 6.—In the accompanying figure, let B C be a portion of the path of the pursued; and A D the corresponding portion of the path of the pursuer. Then the line D C will be tangent to the curve A D at D. Let B C$=z$; A D$=s$ and D C$=t$. We must now find some relations between the quantities z, s, t, and the angle A B C. If C F be an infinitely small portion of the path of the pursued, which may be represented by $d\,z$, the corresponding portion of the path of the pursuer$=d\,s$, may be measued upon the tangent D C, and is represented in the figure by D E. Draw the lines E F and E G, making the angle C E F$=$ the angle F E G. Draw C a perpendicular to E F; F b parallel to C a and F c perpendicular to E G. Denote the angle a C F$=b$ F G by $\square$. Since the line E C$=$E a the tangent has been increased by a F, and diminished by D E: hence $d\,t=a$ F$-$ D E$=d\,z$ sin. $\square-d\,s$. Hence, $d\,s+d\,t=d\,z$ sin. $\square$ (1). Since E F $c=$E C a, and F b is parallel to C a, b F $c=$C E $a=$C $a \div$ E C$=\dfrac{d\,z \cos.\square}{t}$. But the angle b F G$=\square$ has been increased by C F b..: $d\square=\dfrac{d\,z \cos.\square}{t}$ (2). Also, if $m=$ the ratio of the velocity of the pursuer to that of the pursued, we shall have $s=m\,z$ (3). These are the relations sought; and they apply to all questions of a similar nature. To integrate them, we have from equation (2), $t\,d\square=d\,z$ cos. $\square$. Multiplying this by cos. $\square$ we have $t\,d\square$ cos. $\square=d\,z$ cos.^{2} $\square=d\,z\,(1-\sin.^2\square)=d\,z-dz$ sin.$^2\square=dz-$sin. $\square\,dz$ sin. $\square-$ by (1), $dz-$sin. $\square\,(d\,s+d\,t)=d\,z-$sin. $\square\,d\,s-$sin. $\square\,d\,t-$ by (3) $d\,z-d\,t$ sin. $\square-m\,d\,z$ sin. $\square=$by (1), $d\,z-d\,t$ sin. $\square-m(d\,s-d\,t)$. Hence, $t\,d\square$ cos. $\square=d\,z-d\,t$ sin. $\square-m(d\,s+d\,t)$. Transposing, $t\,d\square$ cos. $\square+d\,t$ sin. $\square=d\,z-m(d\,s+d\,t)$.



Integrating this last equation, we have t sin. $\square=z-m(d\,s+t)+$C.

When $s=o$, let b be the value of t, and p that of $\square$. Hence b sin. $p=$C$-b\,m$. Hence C $=b(m+$sin. $p)$. Hence t sin. $\square=z-m(s+t)+b\,(m+$ sin. $p)$.

When the pursuer overtakes the pursued, $t=o$, and we have $o=z-m\,s$

$+b\,(m+\sin.\,p)=z-m^2z+b\,(m+\sin.\,p)$. Hence $z=b\dfrac{m+\sin.\,p}{m^2-1}$. If we employ the angle a F C instead of the angle a C F, we shall have $\sin.\,p=\cos.\,F$, and $z=b\dfrac{m+\cos.\,F}{m^2-1}$. From this result may be drawn for this species of problem, the following *rule:* Divide the velocity of the pursuer by that of the pursued; to this ratio add the cosin of the angle made by the intersection of their courses drawn through the starting points; divide the sum by the square of the ratio, less one; and multiply by the starting distance, which gives the distance the pursued will have run when overtaken by the pursuer.

In our question the ratio is $\frac{15}{10}=\frac{3}{2}$. Our distance is $\frac{1}{8}$ mile; and our angle is 33° 45′; whence we have $\frac{1}{8}\times\dfrac{\frac{3}{2}+\cdot83147}{\frac{9}{4}-1}=\frac{1}{8}\times\dfrac{9\cdot32588}{5}=\cdot233147$ miles. Answer.

JAS. M. INGALLS.

WATERFORD, *April* 18, 1859.

ED. JOURNAL:

DEAR SIR:—There are *some very profound* criticisms in the April Number of the Journal, upon my solution of problem 6. Mr. Jas. M. Ingalls, the gentleman who makes the criticisms, seems to have doubts about the equation $y^2=(x^2-a^2)$ tan. A tan. A' being the equation of an hyperbola. To convince him that it is, I respectfully refer him to Davies' Analytic Geometry, B. 6, prop. 3. But Mr. Ingalls carries the idea that I ought to prove that tan. A tan. A' is constant. Is it not proof enough to know that we have already two variables in the equation, viz.: x and y? Or is Mr. Ingalls ignorant of the fact, that *every* equation between *three* variables *must* refer to, and *only* to a *surface?*

Again: Mr. Ingalls says I committed an error in confounding the co-ordinate of a particular point with the *general* co-ordinate of the curve. Here I must put in a plea of obtuseness; for I cannot understand what the gentleman means. If he means that it is unmathematical to substitute the co-ordinates of a particular point in a line, for the *general* co-ordinate of the line, then I have the consolation of knowing that I am not alone in this error. Davies does the same thing in his Analytic Geometry, Book Second, propositions 4, 5, 6, 8, 9, and many others.

In respect to the objections which Mr. Ingalls makes to equation (4) in my solution, I have to say, that *not one* of them, except the *last*, is well founded; and some of them, it appears to me, were made without due reflection. The integration which produced (4) *was performed* under the

supposition that the co-efficient of $d\,x$ was constant; this, of course, was an error; but at the most it was but *carelessness* in performing an operation, and does not in the least effect the *form* of the solution, it only changes the form of the equation (4). The correct form of (4) is $z = dx \sqrt{\frac{a^2x^2 - b^2x^2 - a^4}{a^2x^2 - a^4b^2}}$

A. W. WHITCOM.

A general equation in place of (4)—solution of problem No. 6—may be obtained thus:

Take the equation in the solution, $dz = dx\sqrt{\frac{b^4x^2 + a^4y^2}{a^4y^2}}$. . . (1)

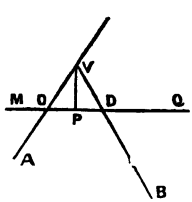
From the equation of the curve we have $a^2y^2 = b^2x^2 - a^2b^2$. Hence $a^4y^2 = a^2b^2x^2 - a^4b^2$, which in (1) gives $dz = dx\sqrt{\frac{b^4x^2 + a^2b^2x - a^4b^2}{a^2b^2x^2 - a^4b^2}} = dx$

$$\sqrt{\frac{b^4x^2}{a^2(b^2x^2 - a^2b^2)} + 1} = dx\sqrt{\frac{b^2x^2}{a^2(x^2 - a^2)} + 1}.$$

I usually integrate such by developing the radical by the binomial theorem, then multiplying each term by dx, then integrate each term separately. There are, however, other methods of integrating them.

Yours truly, A. W. WHITCOM.

Problem No. 29.—Let A and B be two given points, M Q a straight line given in position. Let AV and B V be drawn such that by drawing V P making given angles, with M Q the ratio of O P to P D shall be given. The locus of the vertex V, is required independently of fluxions.



JAS. KENNEALY, Jr.

[Mr. K. has sent a solution of problem 18, somewhat different from that given by Mr. Campbell in the April Number, but producing the same result.—ED.]

We have several solutions from Mr. L. Campbell and others, which we are obliged to postpone this month.

Will our correspondents please not send us problems which are published in the text-books, they are not as useful as original ones.—ED.

NORMAL SCHOOLS.

PROCEEDINGS OF THE BOARD OF NORMAL SCHOOL REGENTS, AT THEIR ANNUAL MEETING, APRIL, 18, 1859.

BOARD met at 9 o'clock, A.M. Present, Hon. C. C. Sholes, Pres., Hon. W. E. Smith, Messrs. Bean, Cook, Chapman, Clark, Maxon, Robbins, and Draper.

The Board proceeded to elect officers for the ensuing year. Hon. C. C. Sholes was elected President, Hon. W. E. Smith, Vice-President, and S. Chapman, Secretary.

The Report of the Visitors appointed to examine the institutions asking aid from the Normal School Fund was then heard.

On motion of Mr. Smith it was

"*Resolved*, That no institution be allowed to draw from the income fund of this Board for any student who has not pursued at least *three* of the studies mentioned either in the course for the first or second year, as heretofore prescribed, for the requisite number of days, exclusive of elementary sounds, and vocal music."

On motion by Dr. Cook it was

"*Resolved*, That the ancient and modern languages be not regarded as belonging to the three studies in the foregoing resolution."

The Board then took into consideration the reports from the institutions claiming from the Income Fund, and allowed an apportionment of eighteen dollars to each pupil, reported and allowed to the following institutions:

Name of Institute.	*Location.*	*Claimed.*	*Allowed.*	*Amount.*
Lawrence University,	Appleton,	90	90	1,620
Beloit College,	Beloit,	55		810
Milton Academy,	Milton,	55	46	838
Albion Academy,	Albion,	81	68	1,224
Walworth Co. Institute,	Genoa,	17	15	270
Horicon High School,	Horicon,	10	10	180
Wisconsin Female College,	Fox Lake,	56	52	936
Carrol College,	Waukesha,	61	54	972
Platteville Academy,	Platteville,	54	48	864
Wayland University,	Beaver Dam,	35	22	396
Milwaukde Female College,	Milwaukee,	32	32	576
Kenosha High School,	Kenosha,	12	12	216
Mineral Point Seminary,	Mineral Point,	58	56	1,008
Madison High School,	Madison,	18	14	252

On motion of Mr. Chapman it was

"*Resolved*, That this Board can not recognize an association of teachers of any locality, meeting for mutual instruction, as a Normal Class, connected with an institution."

The following resolutions were then passed:

"*Resolved*, That hereafter no institution shall be entitled to draw from the Normal School Fund for any pupils in the Normal Department who have not signified their intentions of engaging in the profession of teaching."

"*Resolved*, That in the opinion of this Board no Normal Institute, or Department, should draw from the Normal Fund, unless kept in operation during the whole of the academic year."

"*Resolved*, That a committee of three be appointed, whose duty it shall be to revise the course of study of the Normal Departments, and the system of rules and regulations for their government, and to prepare blank forms for their annual reports."

Messrs. Bean, Cook, and Draper were appointed this committee.

Adjourned. S. CHAPMAN, *Sec'y*.

Applications from Institutions organizing Normal Departments, should be made to S. Chapman, Milwaukee, before the 1st of November. Any information sought will be promptly given by applying as above.

County Teachers' Institutes will also confer a favor by giving notice to Mr. Chapman of the place and time of their annual meeting.

School Regulations.—We learn from the Janesville *Gazette* that the Board of Education of that place, have adopted a rule giving teachers power to place such pupils in a lower class as may have absented themselves from school, contrary to its regulations; to remain there until, in the judgment of the teacher, they are prepared to resume their position in the class from which they may have been suspended.

The School Fund of Connecticut amounts to $2,013,872, and the income from it has been $142,303, or nearly seven per cent. The number of children in the State in January last was 103,103, an increase of 1617 for the year. There is a marked improvement in the schools of the State.

Iowa School Money.—The apportionment of school money in the State of Iowa this year, amounts to one dollar and seven cents per scholar.

Editorial Miscellany.

END OF THE VOLUME.—This Number closes Volume Three of the Journal, and puts a seal to the labors of another year, and while congratulating ourselves upon the measure of success attained, the amount of good accomplished, we turn with a thankful heart to those kind friends who, without fee or reward, have labored to increase the circulation of the Journal, have furnished matter for its pages, and from time to time cheered us with a word of sympathy and encouragement. We appreciate and will remember your labors in the good cause, and we hope that the aid and encouragement which have so materially contributed to make Volume Three interesting and successful, will be given Volume Four.

To our friends of the newspapers, we return our sincere thanks for the generosity displayed in exchanging a weekly for a monthly, especially to those who have brought the Journal to the notice of their readers, and from time to time given us a word of encouragement, of advice, or of commendation. We look to them for information in regard to the condition and progress of the schools in their different localities, and trust that they will often find in our pages articles which will both interest and profit their readers.

We intend to commence the next volume with new type, and a new cover, and propose to make such other improvements as shall bring the Journal nearer our ideal standard, our conception of what is needed, and what such a publication should be.

We trust that all subscriptions expiring with this volume will be promptly renewed, as no Journals will be sent until they are paid for. Our expenses are now nearly seven hundred dollars per quarter, and we can not trust to the uncertainties of the credit system, but must insist on advance payment for Journals ordered. During the past year this rule was not observed in a few instances, and the result shows the necessity of strictly adhering to it in the future. Will those friends who are now in arrears for their subscription, please remember that while the Journal is the organ of the "State Teachers' Association," the resident editor is personally responsible for its support, and all losses must be met out of his own pocket.

RACINE.—We find in the papers quite extended accounts of the examinations and other exercises of the public schools at the close of the last term. The High School maintains its excellent character, graduating a class of ten young ladies and gentlemen, sending them out to represent its spirit, and do honor to its teach

ings in the employments and avocations of life; and the grammar and primary schools seem to be faithfully and efficiently conducted.

Mr. M. W. Tewksbury is Principal of the High School, assisted by Miss E. Sprague, Mrs. B. F. Walker, and Miss M. F. Clarke.

We learn that Mrs. Walker has closed her connection with the school and returned to her former residence in the East. She has been a most faithful, efficient, and successful teacher, and the best wishes of a host of parents and pupils go with her to her future abode. At the close of the term the pupils of the High School presented her with a beautiful silver goblet, and the teachers with a magnificently bound copy of "Napoleon and his Marshals."

Rev. M. P. Kinney, well known in this State as a successful teacher, a zealous and eloquent preacher, and firm friend of education, has withdrawn from the position of Superintendent of the City Schools, and is succeeded by the Rev. Moses Adams. The following proceedings in reference to Mr. Kinney's removal have been sent us for publication:

"At a meeting of the teachers of the Racine Public Schools, April 16th, 1859, a committee of three was appointed to draft and prepare for publication the following resolutions, which were unanimously adopted:

"*Resolved*, That the teachers of the Normal School Institute of the City of Racine entertain a grateful sense of obligation toward Rev. M. P. Kinney, so long City Superintendent, for the efficient, yet patient, courteous, and ever friendly manner in which his official relations to the schools and to each teacher have been sustained.

"*Resolved*, That the regret we feel at his withdrawal from those relations, is only mitigated by the consideration that his influence in the cause of education has been so manifestly the working out of a noble principle, that it can not cease to be exerted, felt, and appreciated.

"*Resolved*, That our best wishes attend him wherever he goes; may a Good Providence give him always a large field of labor, a strong heart, and a long life.

"*Resolved*, That these resolutions be presented for publication to the city papers and the *Wisconsin Journal of Education*.

B. F. WALKER,
A. J. CHENEY, } *Committee.*"
M. F. CLARKE,

KENOSHA.—The papers of this city notice the examinations, at the close of the last term of the public schools, and speak very highly of the faithfulness of the teachers, and the progress of the pupils. We quote from the report of the examining committee in reference to Grammar School No. 1, which has been in charge of Mr. V. Butler for nearly five years. Miss O'Neil was his assistant during the last term:

"We spent a short time in Miss O'Neil's room, and were pleased with what we witnessed. Although her pupils were all very young, yet they show the effect of pretty thorough training.

"We remained but a few hours in Mr. Butler's room, but saw enough to convince us that *thoroughness* is aimed at in all that pertains to his vocation. His pupils have labored hard and deserve much commendation. The primary branches are not neglected. We were particularly pleased with his reading classes, although his advanced class did not read for lack of time. The class in spelling, by written exercises, did nobly, both in spelling and writing—an exercise which we hope to see practised in all schools of this grade; classes were examined in Grammar, Arithmetic, and Geography, and, with few exceptions, the members acquitted themselves creditably.

"The good order and discipline noticeable in this school is a sufficient indication of fitness on part of those employed."

Mr. B.'s connection with the school ceased at the close of the last term, and the committee, with reference to this event, say:

"If Mr. Butler is as earnest, devoted, and thorough, in his future fields of labor as he has been with us, then can we heartily congratulate those whose good fortune it is to secure his services."

The *Tribune and Telegraph* speaks of the High School examination as follows:

"We believe we speak the general sentiment of the large number of intelligent visitors, who were present and witnessed the examinations, that the scholars in the different studies sustained themselves with credit, and evinced a thorough knowledge of the subject upon which they were examined. Good evidence was furnished that the past term has been one of profit and progress to the scholars. The discipline of the school was never more salutary, nor the deportment of the scholars better than during the past term. The teachers are faithful—understand well their duties, and hence their efforts have been successful."

The High School examination closed with an exhibition and a banquet at Odd Fellows Hall, which the *Advocate* characterizes as "a decidedly successful affair." After partaking of the refreshments provided, several sentiments were announced, which were responded to by Hon. C. Darkee, Hon. G. Bennett, O. G. Lange, Esq., H. B. Coe, of the Seventh Ward School, Milwaukee, and several other gentlemen.

"One of the interesting ceremonies of the evening was the presentation to Mr. Conatty, the Principal of the High School, of the dramatic works of Shakespeare in eight neatly bound volumes. A very handsome presentation address was made by Master Joseph Quarles. The response of Mr. Conatty, on the acceptance of the gift, was an exceedingly happy effort, calculated to make a deep impression on the audience."

WATERFORD, RACINE CO.—A. W. Whitcom, a valued mathematical correspondent, has charge of the public school in this place.

PORTLAND, DODGE CO.—We learn, through the Superintendent, Rev. William Drummond, that a very successful school was maintained in that village during

the past winter, and the citizens have shown their interest in school matters by procuring a bell, weighing over 200 lbs. for the school-house.

We call the attention of our readers to the article on "Topical Recitation" in the present Number, which is the concluding one of a series from the pen of Mr. C. E. Johnson, Principal of the High School, Fond du Lac. They are well written, and contain matter of importance to every teacher.

The article on "The True Order of Studies," by Rev. Thos. Hill, of Waltham, Mass., taken from *Barnard's Journal of Education*, will well repay a careful perusal, abounding, as it does, in valuable suggestions on the philosophy of mind and its proper development. "Æsthetic Education" was written by Mr. George Bradbury, an architect of this city, who has devoted several years to the study of his profession—part of the time with Mr. R. M. Hunt, Secretary of the American Institute of Architects, N.York—and who is interested in every thing tending toward the enlightenment and culture of the rising generation. The views expressed in his article are worthy of consideration, and are endorsed in the main by W. H. Wells, Esq., Superintendent of Schools of the City of Chicago, a portion of whose report for the year ending February 1st, 1859, we give in this issue, and trust that all school officers and primary teachers, into whose hands the Journal may fall, will pay attention to the important truths which it contains.

Milwaukee.—The schools in this city are in a very prosperous condition, and the spring examinations showed marked progress in all the departments.

An exhibition was given by Mr. M'Kindley's school, in Albany Hall, which was attended by the largest audience ever seen in the building, and was spoken of by the papers as a highly successful affair.

Horicon Union School.—We find in the *Argus* the report of the examining committee, made at the close of the last term, and from it we learn that the school continues to occupy a high position in government, attendance, and scholarship. that the parents show their appreciation of it by frequent visits to the school-room, and that all concerned look upon the school as an ornament and blessing to the place.

Burlington, Racine Co.—The *Gazette* states in reference, to the past term:

"The examinations of the Union School passed off most satisfactorily, and reflected much credit upon the Principal, Mr. Samuel Lockwood, and the teachers, Miss Swartz and Miss Chandler. The average attendance speaks well for the efficiency and discipline of the school.

Richland County.—The Teachers' Association met at Richland Center on the 17th of April last, and made arrangement for holding a teachers' institute on the

first Tuesday of October next. During the meeting Mr. E. C. Hungerford read an essay on "School Government," Miss E. Daggett, one upon the subject of "Exercise and Recreation," Amos Nudd, Esq., one on "Ventillation." Mr. I. S. Haseltine, made some remarks upon the subject of practical education, and A. W. Glasier, Esq., gave his views of Model Schools, and a little of his experience in trying to teach the same. Amos Nudd is President, and E. C. Hungerford Secretary of the Association. It adjourned to meet again the first Tuesday of October next.

LAWRENCE UNIVERSITY.—We learn that Rev. Edward Cooke, D.D., who has for five or six years past officiated as President of the Lawrence University, and expended much labor in building up a Literary Institution which has attained a favorable reputation throughout the length and breadth of the State, has resigned his position, and is about to remove to Milwaukee to enter upon the discharge of the duties of pastor of the Summerfield (Methodist Episcopal) Church. While we have no doubt the change will be very acceptable to the congregation and society with which he will soon be connected, we may be permitted to say that the people of Appleton will part with Dr. Cook and his family with deep regret. He has borne without murmuring "the burden and heat of the day" in the establishment of Lawrence University; he has been zealous and untiring in seeking to promote the interests of this institution; and now a sense of duty impels him to another field of labor. He will carry with him the respect and best wishes of this community.—*Appleton Crescent.*

THE Columbia Connty Teachers' Association met April 26, at Vandercooks Hall, in the city of Portage, holding an afternoon and evening session and three sessions a day during Wednesday and Thursday. The opening address was given by Rev. Geo. C. Heckman. On Wednesday the children were addressed by Rev. Geo. C. Heckman, John T, Clark, Esq., Dr. C. G. McCulloch, and Jerome Starr, Esq., and Luman H. Gilbert read an essay on "The Importance of the Teacher's Station."

John Dean, Esq., also delivered an address on Common Schools, which called forth the following resolution, which was adopted by the Association:

"*Resolved*, That the Convention fully appreciates the lecture on "Common Schools," and would tender its thanks to the author of the same."

In the eveing there was a discussion on the Introduction of Natural Science into Common Schools.

On Thursday the above discussion was continued, officers were elected, Mrs. Zoller read an essay on "School Government," and Miss Dempsey one entitled "A Plea for the Little Ones."

In the evening the Rev. Samuel Cornelius delivered an address on the "Literary Beauties of the Bible," and Jerome Starr, Esq., one on "Harmonious Education."

The following resolutions were then presented, and on motion adopted:

"*Resolved*, That the teachers of this county should use all their influence with their district officers, to effect the introduction of the study of Natural Sciences into our Common Schools.

"*Resolved*, That we earnestly recommend that teachers of the various towns of this county, assemble monthly, in their respective towns, for the purpose of mutual improvement in teaching.

"*Resolved*, That as Teachers' Associations are for the benefit and advancement of teachers, we believe it to be the duty of all intrusted with the instruction of the young, to attend our County and State Teachers' Conventions.

The following are the officers for the present year: Geo. F. Richardson, President; Leonard F. Wanner, Secretary; Mrs. H. S. Zoller, Treasurer.

After the benediction the Convention adjourned to meet at Columbus, in October next.

The *Atlantic Monthly* for June is received, and is an unusually interesting number. The table of contents comprises the following articles, "Shakspeare's Art," a genial and appreciative critique, "Mien Yaun," a Chinese romance, "Joy Month," a poem, "Some Inedited Memorials of Smollet," giving some items of information respecting this celebrated author and his works not generally known, "Bloodroot," a poem, "The Differential and Integral Calculus," a history of this "mighty instrument of human thought," "Bulls and Bears," concluded, "The Sphinx," a poem, "A charge with Prince Rupert," an episode in the great struggle between the House of Stuart and the people of England, "Spring," a poem, "The Stereoscope and Stereograph," two more chapters of the "Minister's Wooing," giving us a glimpse of the gallant and selfish Col. Aaron Burr, "The Professor at the Breakfast Table," and reviews and literary notices.

This Number finishes vol. three, and is furnished with a title page and index.

Now is a good time to subscribe. We furnish it and the Journal for $3 a year.

We are indebted to Mose y & Bro., booksellers of this city, for favors in the matter of books forwarded from the East, and we take this opportunity to say, that they have a good selection of books, and if gentlemanly conduct, and attention to business are deserving of patronage, they will be sure to succeed.

The Ladies' Home Magazine for June is received, and presents a very interesting table of contents. We are indebted to it for the fine poem in this Number. Remember we send it and the Journal one year for $2,25.

New Exchanges.—Nos. 1 and 2 of the *Burlington Gazette*, published at Burlington, Racine Co., by H. W. Phelps; H. W. Phelps and A. C. Phelps, editors, are on our table, and are creditable specimens of typographical art, presenting a neat clear face, such as we like to look at. The paper is independent in politics, is devoted to the interests of Burlington and vicinity, and altogether is well edited and readable. Thank you Bro. P. for your kind notice of our Journal. Success to you.

The Elevator, an educational journal, devoted to literature, science, and art, published weekly, at Baltimore, Md., by John M. McJilton and Allen E. Forrester, editors and proprietors. Terms, single copy, one year, $1, ten copies $8, twenty-five copies $20. A very neat and attractive eight paged quarto, filled with interesting and useful matter for parents, teachers, and scholars.

The Western College Advocate is published monthly by W. Parmenter, at Western College, Linn C., Iowa, on the following terms: One copy, one year, 50 cents five copies $2. The May Number is on our table, and contains several able articles, original and selected, on topics connected with education and schools, and if the Number we have received is a fair sample of the work, it is a very cheap, publication, worth double what is charged it.

Webster's Dictionary—Illustrated Edition.—The enterprising publishers of Webster's Dictionary, Messrs. G. & C. Merriam, are getting out a new edition, containing, in addition to the matter in the unabridged, between nine and ten thousand new words, a table of synonyms, a table giving the pronunciation of the names of 8000 distinguished persons of modern times, and 1500 pictorial illustrations. We have seen specimen sheets of the new edition, and are satisfied that the pictorial illustrations can not be excelled, and that the other features will add greatly to the value of the work. For particulars see *Advertisement.*

PALMYRA.—Mr. J. J. M. Angear, formerly of Berlin, has taken charge of the Union School in this village. Mr. E. B. Gray, the late teacher, is again employed as the general agent of a New York publishing house (A. S. Barnes & Burr). His present address is Whitewater, Walworth Co.

NORMAL SCHOOLS.—The proceedings of the Board of Regents at their last meeting are published in the present No. Hereafter the Board will use the Journal as a medium of communication with the public, an arrangement to that effect having been made, so that our readers will be kept posted as to the action of this important branch of our educational agencies.

Mr. B. C. ROGERS, general agent of W. B. Smith & Co., of Cincinnati, wishes us to state that his address is Milwaukee, instead of Beloit.

See new advertisements of Barnes & Burr, S. G. Griggs & Co., G. & C. Merriam, Moore & Nims, E. W. Skinner, and Time Tables of Detroit and Milwaukee, and Chicago, St. Paul and Fon du Lac Railways.

Literary Notices.

A Critical Dictionary of English Literature and British and American Authors, living and deceased, from the Earliest Accounts to the Middle of the Nineteenth Century. Containing thirty thousand Biographies and Literary Notices, with forty indexes of subjects. By S. Austin Allibone. Vol. 1. Philadelphia: Childs & Peterson, 602 Arch St., 1858.

This is truly a great work, great in plan and in execution, an honor to Ameri-

can talent and enterprise, and a most valuable assistant to the student of English literature.

It contains a very full and complete collection of authors, with a list of their works in every department of thought and investigation, so far as the English language is concerned, with an occasional notice of the most celebrated Continen tal writers.

To the lover of books it will be not merely a valued acquaintance, but a bosom friend.

As its ample pages reveal to him the names of those illustrious masters of eloquence and song, who have made of his language an ark in which is treasured the choicest specimens of human knowledge and genius, of wit and feeling, he looks upon it with emotions akin to those experienced by the exile in a foreign land, to whom is carried tidings of the loved companions of his early days, with whom he walked and talked of lofty enterprises and generous deeds.

That the book has no faults we do not assert, but we know of no work of any importance presented to the public during the past twenty years which has been received with such favor by the literary world. That too much prominence may be given to particular authors, that some of the criticisms might as well have been omitted, and that some names that the curious bibliopolist will look for may not be found, will not surprise any one who considers the amount of labor and care necessary to perfect a work of this character. Bnt after making all due allowances for these trifling imperfections, and others which can not be entirely avoided in a first edition, it still stands a monument of literary industry, and the best work of the kind extant.

We give a few extracts from the opinions of those whose names will have weight with our readers:

I regard it as one of the best books of reference ever compiled, and have no fear that the public will fail properly to acknowledge its merit. W. C. BRYANT.

From Frederic Henry Hedge, D.D., Prof. of Ecclesiastical History, Harvard University, Editor of the "Christian Examiner.

In minuteness and correctness I should say that your "Critical Dictionary of English Literature" had no rival. I know of no work of the kind, in any language, so comprehensive in its plan and so complete in its details—none which can compare with it as a bibliographical hand-book of national literature.

From Charles King, LL.D., President of Columbia College, N.Y.

Its minute research, its remarkable accuracy, its comprehensive grasp, and, most difficult of all, its rare discrimination in the selection from masses of accumulated materials, and impartiality of judgment, render it a guide at once reliable and indispensable to al who for any purpose handle books.

From Dr. Barnard, Chancellor of the State University.

*I have examined with great satisfaction the first volume of the "Dictionary of English Literature," especially the English and American Authors in my own special range of research and reference. I have nothing among my books of reference so comprehensive and accurate. * * * It deserves a place in every library—individual or public, of circulation or reference.*

"Every man who ever owned an English book, or ever means to own one, will find something here to his purpose."—From a Critique in the *Atlantic.*

The extracts might be extended to any length, so as to embrace the names of a majority of the literary men of the country, but our space forbids. For further particulars see the advertisement in this Number.

Volume I. is a super-royal octavo, of 1005 pages, elegantly printedon fine paper. Price $5 in muslin binding; $6 in fine sheep binding, or $7,50 in library style, half turkey morocco antique.

Forwarded to any portion of the United States, free of expense, on the receipt of the above prices. Address, CHILDS & PETERSON, 602 Arch Street, Phila.

Or: S. C. GRIGGS & CO., 39 and 41 Lake Street, Chicago, sole agents for Illinois and Wisconsin.

For sale by BLISS, EBERHARD, & FESTNER, in this city.

Cooper's Novels—Messrs. W. C. Townshend & Co., of New York, are now publishing an edition of Cooper's Novels, illustrated by engravings from drawings by Darley, printed on fine tinted paper, and bound in a neat attractive style. Four volumes are now ready, "The Spy," "The Last of the Mohicans," "The Pioneers," and "The Red Rover," and our old acquaintances "Harvey Birch," Hawkeye, Uncas, Leather Stocking, Elizabeth Temple, and the other creations of the gifted novelist, whose characters and actions are portrayed in the beautiful books before us, throng around and awaken memories of the past, tender and sweetly painful memories of the time when younger, and consequently more sanguine and hopeful than now, we first enjoyed the pleasure of reading these charming stories. Nothing new can now be said of the author and his works, and of the latter nothing need be said, as the judgment of the public has been too emphatically expressed to require criticism, to point out their great merits. He is acknowledged to take rank next to Scott as a descriptive writer, and some claim for him "more power of concentration, a more epigrammatic style, and greater terseness" As a writer of sea stories he has never been equaled; both American and British critics acknowledging his sovereignty without debate. The *Edinburgh Review* says: "The empire of the sea has been conceded to him by acclamation; and in the lonely desert or untrodden prairies, among the savage Indians, or scarcely less savage settlers, all equally acknowledge his dominion." W. C. Bryant, the poet, wrote of him as follows: "He wrote for mankind at large; hence it is that he has earned a fame wider than any author of modern times. The creations of his genius shall survive through centuries to come, and only perish with our language."

One distinguishing feature of his writings is their healthy tone; there is nothing morbid or sickly about them, and parents would do well to put them into the hands of their children, instead of the fashionable works of the day, so full of a sickly sentimentalism, false to nature, and detrimental to a healthy mental and moral growth.

The whole series is to be completed in 32 volumes crown quarto, at the rate of one volume per month, and will be mailed to any person, postpaid, by the publishers, on the receipt of $1,50 per volume—see advertisement. The vols. already issued are for sale in this city by Messrs. Bliss, Eberhard, & Festner, who will receive subscriptions for the remaining vols., and who have on hand, at all times a choice assortment of miscellaneous books, and are prepared to furnish all new works as soon as issued.

Gray's Botanies—We have received from the publishers, Messrs. Ivison & Phineny, 321 Broadway, N. Y., through their general agent for this State, Mr. Enos, the following works of this series: I.—*How Plants Grow;* a simple introduction to structural botany, with a popular flora, or an arrangement and description of common plants, both wild and cultivated. Illustrated by 500 engravings. II.—*First Lessons in Botany and Vegetable Physiology,* illustrated by over 360 wood engravings, from original drawings by Isaac Sprague; to which is added a copious glossary or dictionary of botanical terms. III.—*Manual of the Botany of the Northern United States,* revised edition, including Virginia, Kentucky, and all east of the Mississip-

pi, arranged according to the natural system, by Asa Gray, Fisher Professor of Natural History Harvard University.

We can hardly speak too highly of these beautiful and interesting works, comprising, as they do, a series adapted to the tastes and capacities of pupils of every grade. HOW *Plants Grow* is a simple presentation of the first principles of structural botany, commencing with the germ or root of the plant, and following it through all the stages of its growth and development to the perfected fruit or seed. It is a most attractive and useful book, and if put into the hands of all our school children at ten or twelve years of age, could not fail of interesting them in the stdy of nature, and of awakening thought and observation, the true ends of right education.

The First Lessons follows the same general plan adopted in *How Plants Grow*, but it is more extended, and carries the student farther into the heart of things, developing the principles of vegetable physiology in a clear and satisfactory manner, and giving more in detail the facts and deductions which constitute the basis of botanical science.

The Manual comprises a complete list of the plants of the Northern and Western States, arranged according to the natural system, with six plates, illustrating the genera of ferns and their allies, and is a valuable guide to the student in classifying and naming the different species of the vegetable world around him. For sale by the publishers, by S. C. Griggs & Co., Chicago and all booksellers.

The Great Republic Monthly for June presents an unusually interesting table of contents, embracing twenty-six artic es besides the editorial department, a piece of music, fashion plates, comic illustrations, etc. This number closes vol. 1. Now is a good time to subscribe. Single copies, one year, $3, two copies $5, five copies $10.

Any person sending $4 will receive the magazine for a year, and his choice of two splendid steel engravings, "The Last Supper," or "The City of the Great King." Address, Oaksmith & Co., N.Y.

RAYMOND'S TEN DOLLAR SEWING MACHINE.—Messrs. Bowen & Parker, of this city, have purchased the right to sell and use the above machine in this State, and are now prepared to dispose of town and county rights on very favorable terms. We have taken some pains to examine the operation of the machine, have used it to some extent, and believe that its merits are such as to commend it to that large class of persons who feel unable to purchase the high-priced, double threaded machines.

It makes a very neat and compact stitch, performs well on light or heavy work, is very simple in its construction, and can be operated by any person of ordinary intelligence after a few minutes examination and practice. Unless it is liable to get out of order (and we do not see how it can be) we think that it is destined to come into extensive use, the price putting it with the reach of every one; and the time will soon come when a family would as soon do without a clock, as without a sewing machine. After a further acquaintance with the machine, we shall have more to say about it.

The following books are on our table, notices of which must be postponed till next month for want of room: *Robinson's Mathematical Series; The Microscopist's Companion; Davies' New Elementary Algebra; Hints Toward Physical Perfection; Brook's Manual of Devotion; The American Debater.*

Farmers will find it for their interest to examine the Self-Raking Reaper advertised by Mr. E. W. Skinner, as it is without doubt a most efficient aid in the harvest field. We learn from the "Wisconsin Farmer" that it has no competitor this year.

Teachers and students see the offer of A. S. Barnes & Burr to give a $3 book for $1.

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